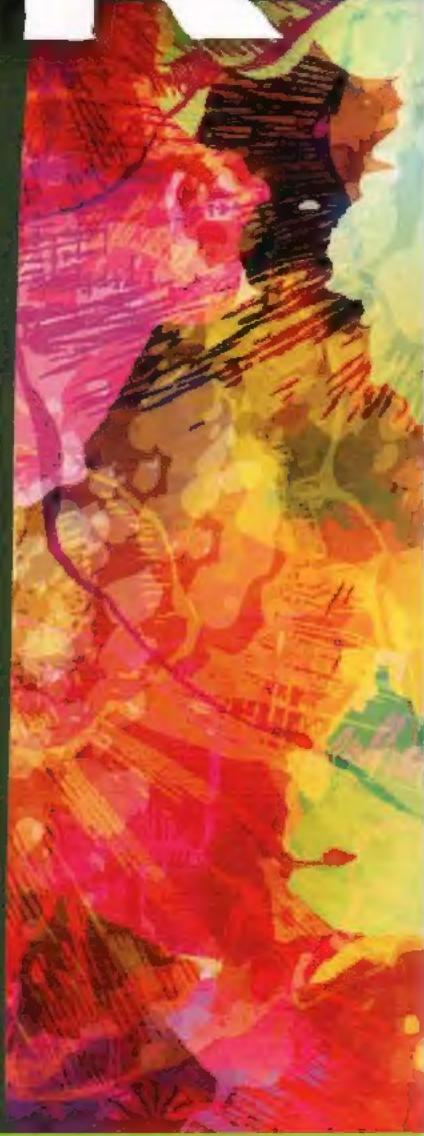


CAMBRIDGE

AMERICAN THINK



STUDENT'S BOOK STARTER

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

A1

English
Profile

The authors would like to thank all those who have made contributions to the development, creation, and production of *American Think*.

Many thanks to teachers in various countries for piloting the course and for their valuable feedback. Thanks too to their students, for their enthusiasm, and for putting up with manuscripts rather than the attractive pages our designers have created in the meantime.

The members of our digital team, Helen Kenyon, Amarjeet Purewal, and Brendan Wrightman for their expertise and creative thought.

Thanks also to Chris Williams, Holly Haydash, and Shwe Zin Win for their invaluable production support.

We would like to thank the Cambridge English teams around the world for their continuous support.

We would like to thank very warmly our editorial team: Rebecca Raynes, Dena Daniel, Peter McFarlane, Delia Kidd, Kathryn Davies, and Nora Hennick for all the energy and care they have put into this project. Our special thanks go to Jo Burgess (Commissioning Editor), Katie La Storia and Claudia Flocce (Publishers), Belinda Fenn (Publishing Manager) and James Dingle (Editorial Director) for their dedication to *American Think*, the great spirit of collaboration, and many excellent suggestions we got from them.

We are indebted to the Cambridge University Press leadership, Frances Lowndes (Global Publishing Director), for being involved so actively in the planning stages of the project despite her huge workload; John Tuttle and Neil Tomkins (Deputy Managing Directors); Michael Peluse (Managing Director); and Peter Phillips (Chief Executive) for the constructive dialogue over the years.

Last but not least, we would like to thank our partners Mares, Adriana, and Claudia. Without their support this project would not have happened.

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with Cambridge English Language Assessment. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

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CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/americanthink

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First published 2016

20 19 18 17 16

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-59819-5 Student's Book Starter

ISBN 978-1-107-59799-0 Student's Book with Online Workbook and Online Practice Starter

ISBN 978-1-107-59962-8 Workbook with Online Practice Starter

ISBN 978-1-316-50015-6 Combo A with Online Workbook and Online Practice Starter

ISBN 978-1-316-50020-0 Combo B with Online Workbook and Online Practice Starter

ISBN 978-1-316-50023-1 Teacher's Edition Starter

ISBN 978-1-316-50029-3 Class Audio CDs Starter

ISBN 978-1-316-50031-6 Video DVD Starter

ISBN 978-1-316-50032-3 Presentation Plus DVD-ROM Starter

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AMERICAN THiNK

STUDENT'S BOOK STARTER

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CAMBRIDGE
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WELCOME

The alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

- 1 Listen to the alphabet. Then listen again and repeat.

- 2 Listen to the sounds and repeat.

/eɪ/	/ɪ/	/e/	/aɪ/	/oʊ/	/u/	/aɪ/
b	f l	m n	y	q u	w	r
a h	c d	g	p t	s x		
j k	e		v z			

- 3 **SPEAKING** Work in pairs. Spell your name to your partner. Your partner writes your name. Is he/she correct?

Colors

- 1 Write the colors in the correct places in the key.

black | blue | brown | green | gray | orange
pink | purple | red | white | yellow



Key

1	white	7	
2		8	
3		9	
4		10	
5		11	
6			

- 2 **SPEAKING** Work in pairs. What colors can you see around you? Tell your partner.



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P

International words

- 1 Match the words in the list with the photos. Write 1–16 in the boxes.

1 airport | 2 bus | 3 café
 4 city | 5 banana | 6 hamburger
 7 hotel | 8 phone | 9 pizza
 10 restaurant | 11 sandwich
 12 sushi | 13 taxi | 14 television
 15 tablet | 16 wi-fi

- 2 Listen, check, and repeat.

- 3 **SPEAKING** Work in pairs. Choose one of the words in Exercise 1 and spell it to your partner. He/She writes the word. Is he/she correct?

Articles: *a* and *an*

- 1 Match the sentences in the list with the pictures.
Write 1–4 in the boxes.

- 1 It's a blue taxi.
- 2 It's an orange taxi.
- 3 It's a red taxi.
- 4 It's a black and white taxi.



A



B



C



D

- 2 Write *a* or *an*.

- 0 an airport
- 1 hotel
- 2 red bus
- 3 sandwich
- 4 yellow taxi
- 5 orange phone
- 6 American restaurant
- 7 wet umbrella

The day

Write the words in the list under the pictures.

afternoon | evening | morning | night



evening



Saying Hello and Goodbye

1.05 Complete the dialogues with the words in the list. Listen and check.

Bye | Good | have | Hi | How | morning
night | See you | thanks | this



1

ANDY Hello. My name's Andy.
TOM Hi, Andy. I'm Tom, and ⁰ this is Lucy.
LUCY ¹ , Andy.
ANDY Hi, Tom. Hi, Lucy.



2

ABI ² afternoon, Mrs. Hall.
MRS. HALL Hi, Abi. ³ are you?
ABI Great, ⁴ . And you?
MRS. HALL I'm fine, thanks.



3

DARIUS Good ⁵ , Mr. Thomas.
MR. THOMAS Hello, Darius. How are you?
DARIUS I'm fine, thank you.
MR. THOMAS Good. I'll see you in class.
DARIUS ⁶ , Mr. Thomas.



4

JIM Bye, Rachel.
RACHEL Bye, Jim. ⁷ later.
JIM Yeah, ⁸ a good day.



5

SUE Good ⁹ , Mom.
MOM Night, Sue. Sleep well.

Classroom objects

- 1 Look at the pictures. Do you know these words? If not, ask your teacher: What's ... in English?



- 2 **1.06** Write the words in the list under the pictures in Exercise 1. Listen, check, and repeat.

board | book | chair | computer | desk
door | pen | pencil | projector | window

- 3 What other classroom objects can you think of?

- 4 **SPEAKING** Work in pairs. Ask and answer questions about the pictures in Exercise 1.

What's ... in English?

It's a desk.

- 5 **SPEAKING** Work in pairs. Find things in your classroom and say the colors.

a red pen

an orange chair

Numbers 0–20

- 1 **1.07** Look at the numbers 0–20. Listen and repeat.

0	zero /'əʊ/	11	eleven
1	one	12	twelve
2	two	13	thirteen
3	three	14	fourteen
4	four	15	fifteen
5	five	16	sixteen
6	six	17	seventeen
7	seven	18	eighteen
8	eight	19	nineteen
9	nine	20	twenty
10	ten		

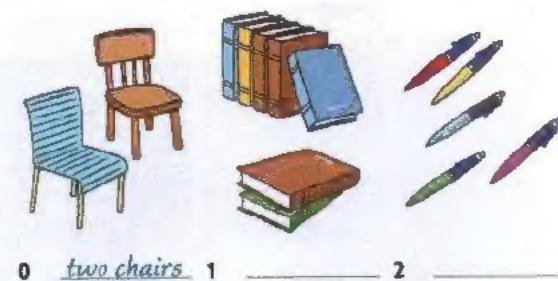
- 2 **SPEAKING** Work in pairs. Choose three numbers from Exercise 1. Tell a partner to write them. Is he/she correct?

- 3 **1.08** Listen and write the phone numbers you hear.

1	_____	3	_____
2	_____	4	_____

Plural nouns

- 1 Write the words under the pictures.



0 two chairs

1 _____

2 _____



3 _____

4 _____

5 _____

- 2 Match the singular and plural nouns.

Singular

- 0 one man
1 one woman
2 a person
3 a child



Plural

- a three people
b four men
c six children
d five women

Classroom language

- 1  Listen and number the phrases in the order you hear them. Write 1–10 in the boxes.



a Open your books.



c Raise your hand.



e What does this mean?



g That's right.



i Close your books.

- 2  Listen again and say the phrases.



b Listen!



d Look at the picture.



f Sorry, I don't understand



h That's wrong.



j Work with a partner.

Numbers 20–100

- 1 1.11 Match the numbers with the words. Listen and check.

a 20	<input type="checkbox"/>	1 fifty
b 30	<input type="checkbox"/>	2 eighty
c 40	<input type="checkbox"/>	3 ninety
d 50	<input type="checkbox"/>	4 seventy
e 60	<input type="checkbox"/>	5 one hundred
f 70	<input type="checkbox"/>	6 thirty
g 80	<input type="checkbox"/>	7 twenty
h 90	<input type="checkbox"/>	8 sixty
i 100	<input type="checkbox"/>	9 forty

LOOK!

33 = thirty-three 56 = fifty-six 97 = n nety-seven

- 2 1.12 How do you say these numbers? Listen, check, and repeat.

1 24	4 49	7 71
2 87	5 54	8 95
3 33	6 62	

- 3 Write the numbers.

0 24	twenty-four
1 47	
2 60	
3 89	
4 30	
5 58	
6 72	
7 91	

Messages

- 1 1.13 Read and listen to the message. Complete the message to Luis.

Hi, Luis,
Message from Brian Holmes.
His apartment number is ¹ _____.
The bus number is ² _____.
His phone number is
³ _____.

- 2 1.14 Now listen and complete the message to Amy.

Hi, Amy,
Message from Mrs. Davis.
Her address is ¹ _____ Elm Street.
The bus number is ² _____.
Her telephone number is
³ _____.



Review

1 1.15 Work in groups. Play the first letter game.

- Listen to the letter of the alphabet.
- How many examples can you find for each category in the table?
- You get one point for each correct answer. The winner is the group with the most points.

	0_P	1_	2_	3_	4_	5_
Color	pink purple					
Actor	Sean Penn Al Pacino					
Classroom object	pencil projector					
Number (0–20)						
International word	pizza phone					
Total Points	9					

2 Complete the words with the missing vowels and then write them in the correct column in the table below.

0 b_a_n_a_n_a	6 ch_r_t
1 d__r	7 f_v_
2 r_st_r_nt	8 y_ll_w
3 _r_ng_	9 __rp_rt
4 p_n	10 gr_n
5 n_h_n	11 ght

International words	Colors	Numbers	Classroom objects
banana			

4 Put the dialogues in order. Write 1–4 and 1–3 in the boxes.

- 1 JIM Great, thanks. And you?
 7 JIM Good morning, Jack.
 JACK I'm fine, thanks.
 JACK Hi, Jim. How are you?
- 2 LUCY Yeah, have a good day.
 LUCY Bye, Sara.
 SARA Bye, Lucy. See you later.

3 SPEAKING Work in pairs. Choose three pictures and spell the words for your partner to write. Is he/she correct?



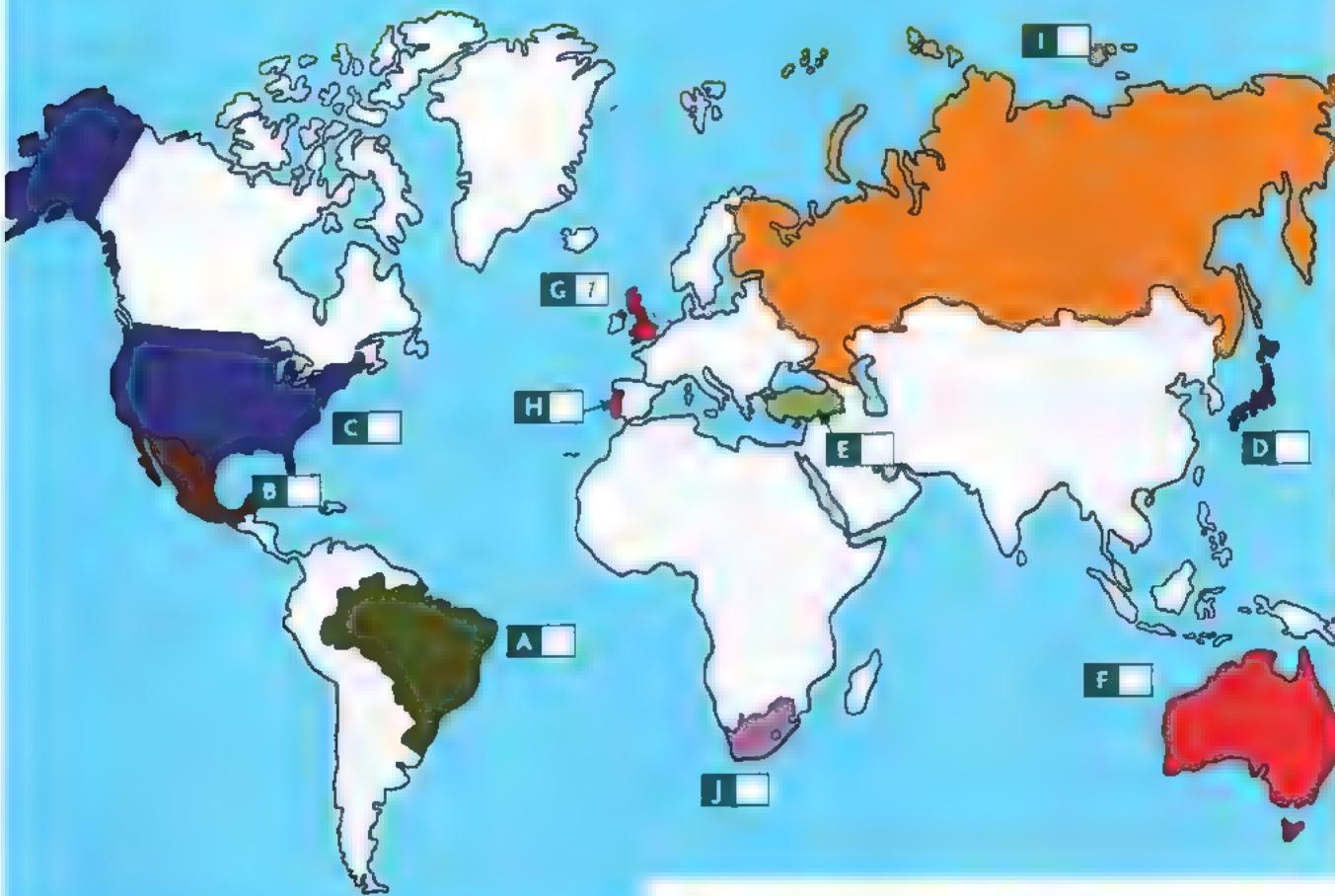
1 ONE WORLD

OBJECTIVES

FUNCTIONS: getting to know someone; talking about yourself and others

GRAMMAR: question words; the verb *be*

VOCABULARY: countries and nationalities; adjectives



- 2 **SPEAKING** Work in pairs. Talk about famous people from different countries.

Neymar is from Brazil.

READING

- 1 Match the names of the countries with the places on the map. Write 1–10 in the boxes.

- | | |
|-------------|-----------------|
| 1 the U.K. | 6 Brazil |
| 2 Mexico | 7 Portugal |
| 3 the U.S. | 8 Japan |
| 4 Australia | 9 Turkey |
| 5 Russia | 10 South Africa |

- 3 **CD 1.16** Read and listen to the website and choose the correct words.

- 0 Pedro is from Brazil / the U.S.
- 1 Pedro is 10 / 11.
- 2 Brittany is from Manchester / London.
- 3 Missy Franklin is a swimmer / runner.
- 4 Oleg is Russian / Portuguese.
- 5 Oleg is 11 / 12.
- 6 Yumi is from Japan / the U.K.
- 7 Zheng Jie is a runner / tennis player.

Crazy about the Olympics

Tell us about your Olympic favorites!

What's your name?
Pedro.

Where are you from?
I'm Brazilian. I'm from a city called Belo Horizonte.

How old are you?
I'm 10.

Who's your favorite sportsperson?
Usain Bolt.

Why is he/she your favorite sportsperson?
Because he's amazing!



What's your name?
My name is Brittany.

Where are you from?
I'm British. I'm from Manchester.

How old are you?
I'm 12.

Who's your favorite sportsperson?
My favorite sportsperson is Missy Franklin. She's a swimmer.

Why is he/she your favorite sportsperson?
Because she's great!



What's your name?
I'm Oleg.

Where are you from?
I'm from Russia. I live in Moscow.

How old are you?
I'm 11.

Who's your favorite sportsperson?
Mariya Savinova. She's a runner.

Why is he/she your favorite sportsperson?
Because she's fast!



What's your name?
My name is Yumi.

Where are you from?
I'm Japanese. I'm from Kyoto.

How old are you?
I'm 11.

Who's your favorite sportsperson?
Zheng Jie. She's a tennis player from China.

Why is he/she your favorite sportsperson?
Because she's awesome!

THINK VALUES

The Olympic Spirit

Answer the questions in the website for yourself. Write your answers. Tell a partner.

What's your name? _____

Where are you from? _____

How old are you? _____

Who is your favorite sportsperson? _____

Why is he/she your favorite? _____

VOCABULARY

Countries and nationalities

- 1 Write the country under the flag. Listen and check.

Australia | Brazil | Japan | Mexico | Portugal | Russia | South Africa | the U.K. | the U.S. | Turkey



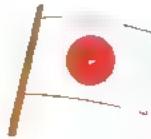
0 Russia



1



2



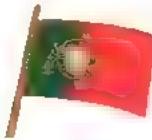
3



4



5



6



7



8



9

- 2 Look at Exercise 1. Complete the table with the nationalities of the countries.

-an	-ish	-ese
Russian		

- 3 **SPEAKING** Work in pairs. Describe a flag to your partner. Which country is it from?

This flag is white,
blue, and red.

Is it the Russian flag?

Yes, it is!

Workbook page 12

GRAMMAR

Question words

- 1 Look at the website on page 13 and complete the questions with the words in the list. Then circle the correct words to complete the rule.

How | What | Where | Who | Why

- 0 What 's your name?
1 _____ are you from?
2 _____ old are you?
3 _____ 's your favorite sportsperson?
4 _____ is he/she your favorite sportsperson?

RULE: How, What, Where, Who, and Why are question / because words.

We often use the word ²question / because to answer a **Why** question.

- 2 Choose the correct words.

- 0 How / Why old is your best friend?
1 What / Where is your mother from?
2 How's / What's your favorite color?
3 Where / Who is your favorite singer?
4 Why / Where is he/she your favorite singer?

- 3 **SPEAKING** Work in pairs. Ask and answer the questions in Exercises 1 and 2.

What's your name? My name is Belena.

Workbook page 12

/h/ or /w/ in question words

Go to page 120.



LISTENING

- 1 Work in pairs. Look at the photos and check (✓) the correct flag for each photo.



- 2 1.20 Listen to a radio quiz called *The One-Minute Challenge* and check your answers.

GRAMMAR

The verb *be*

- 1 Match sentences a-h with items 1-4. Write the letters in the boxes.

- | | |
|--------------------------------|--------------------------|
| 1 Bruno Mars | <i>e</i> |
| 2 Maria Sharapova | <i>e</i> |
| 3 sushi | <input type="checkbox"/> |
| 4 cancas | <input type="checkbox"/> |
| a She's Russian. | |
| b It's Japanese. | |
| c They're Brazilian. | |
| d It's food. | |
| e He's a singer. | |
| f They're from Rio de Janeiro. | |
| g She's a tennis player. | |
| h He's American. | |

- 2 Look at the sentences from the radio quiz. Choose the correct words. Then complete the rule.

- 1 I am / are from London.
- 2 You am / are wrong.
- 3 They am / are from Rio de Janeiro in Brazil.

RULE: The verb *be* changes for different subject pronouns.

I am American
You/We/They ¹ American
He/She/It ² American.

We often use contracted forms after pronouns

I am = I'm
You/We/They are = You're / We're / They're
He/She/It is = He's / She's / It's

LOOK!

Singular	Plural
I	we
you	you
he/she/it	they

- 3 Complete the sentences. Use contracted forms where possible.

- 0 I'm _____ from New York.
- 1 She _____ a famous actor.
- 2 Jacob _____ from the U.S.
- 3 Lucas and Ben _____ my best friends.
- 4 We _____ in English class.
- 5 You _____ wrong. Sorry.



THINK SELF-ESTEEM

My flag

- 1 Choose things that are important to you.
 - two colors
 - one animal
 - two activities
- 2 **SPEAKING** Use your ideas from Exercise 1 to draw your flag. Tell your partner about it.



My flag is blue and red. They're my favorite colors. Here is a soccer ball. It's my favorite sport. Here is music. I love music. Here is a panda. It's my favorite animal!

READING

- 1 1.21 Read and listen to the dialogue. Who knows more about soccer, Jamie or Marta?



JAMIE	Nice shirt.
MARTA	Thank you. It's the new Barcelona shirt.
JAMIE	I know. I'm a Barcelona fan, too. So what's your name?
MARTA	Marta. And what's your name?
JAMIE	I'm Jamie.
MARTA	Nice to meet you, Jamie.
JAMIE	Nice to meet you, too. Where are you from, Marta?
MARTA	I'm from Spain. I'm from a small town called Teruel.
JAMIE	Spain is a beautiful country.
MARTA	Yes, it is. So who's your favorite Barcelona player?
JAMIE	Jmm ... Lucas Silva.
MARTA	The Brazilian player?
JAMIE	Yes, he's great.
MARTA	Yes, he is. But he isn't a Barcelona player.
JAMIE	No?
MARTA	He's a Real Madrid player.
JAMIE	Oh!
MARTA	It's late. Time to go. Bye, Jamie.
JAMIE	OK, bye.

- 2 Mark the sentences T (true) or F (false). Write the correct sentences in your notebook.

- 0 Jamie is a Real Madrid fan. F
- 1 Jamie is a Barcelona fan.
- 1 Marta is Spanish.
- 2 Marta is from a big town.
- 3 Lucas Silva is Italian.
- 4 Lucas Silva is a Barcelona player.

- 3 Write the questions.

- 1 Q _____
A I'm Jamie.
- 2 Q _____
A I'm from a small town called Teruel.
- 3 Q _____
A Lucas Silva.

FUNCTIONS

Getting to know someone

- 1 1.22 Put the dialogue in order. Listen and check.

- | | |
|-------|------------------------------------|
| GINA | Nice to meet you, too. |
| GINA | I'm from San Francisco. |
| GINA | Yes, it is. |
| GINA | I'm Gina. |
| GINA | What's your name? |
| PAOLO | Nice to meet you, Gina. |
| PAOLO | Where are you from, Gina? |
| PAOLO | San Francisco is a beautiful city. |
| PAOLO | I'm Paolo. And you? |

- 2 **SPEAKING** Work in pairs. Act out the dialogue.

- 3 **SPEAKING** Work in pairs. Make your own dialogue.

VOCABULARY**Adjectives**

- 1 1,23 Write the words in the list under the pictures. Listen and check.

a big TV | a dirty bike | a fast car | a new pen
a slow bus | a small pizza | an expensive computer
an old phone | cheap tickets | clean shirts



- 2 Match the opposites.

- | | | |
|---------|--------------------------|-------------|
| 0 new | <input type="checkbox"/> | a slow |
| 1 big | <input type="checkbox"/> | b expensive |
| 2 dirty | <input type="checkbox"/> | c small |
| 3 cheap | <input type="checkbox"/> | d old |
| 4 fast | <input type="checkbox"/> | e clean |

- 3 Put the words in order.

- | | |
|--------------------------|---------------------------|
| 0 old / computer / an | <u>an old computer</u> |
| 1 a / bike / new | <u>new a bike</u> |
| 2 expensive / an / hotel | <u>an expensive hotel</u> |
| 3 train / fast / a | <u>a fast train</u> |
| 4 dirty / shoes | <u>dirty shoes</u> |
| 5 book / cheap / a | <u>a cheap book</u> |

LOOK! In English adjectives always stay the same
new pens **NOT** news pens
green cars **NOT** greens cars

**WRITING****Personal information**

Look at the questionnaire. Answer the questions about you in full sentences.

Find a New York roommate

We're really excited about your visit next month. Answer the questions about yourself to find the perfect roommate.

What's your name?

Where are you from?

How old are you?

Who's your favorite singer?

What's your favorite color?

Just a little joke

1 Look at the photos and answer the questions.

- 1 There are three friends in photo 1. What are their names?
- 2 Who's the other boy?
- 3 Where is he from?

2 Now read and listen to the photostory. Check your answers.



1

RUBY Hi, Ellie

ELLIE Hi, Ruby. How's it going?

RUBY Great, thanks. Oh, hello, Dan.

DAN Hi, you two.



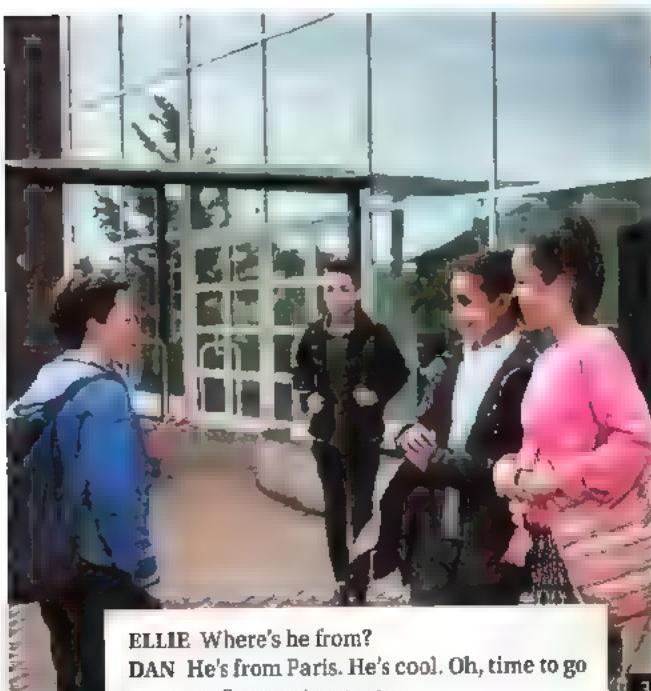
2

RUBY Who's that?

DAN That's Thomas.

ELLIE Who's he?

DAN He's in my class. He's new.



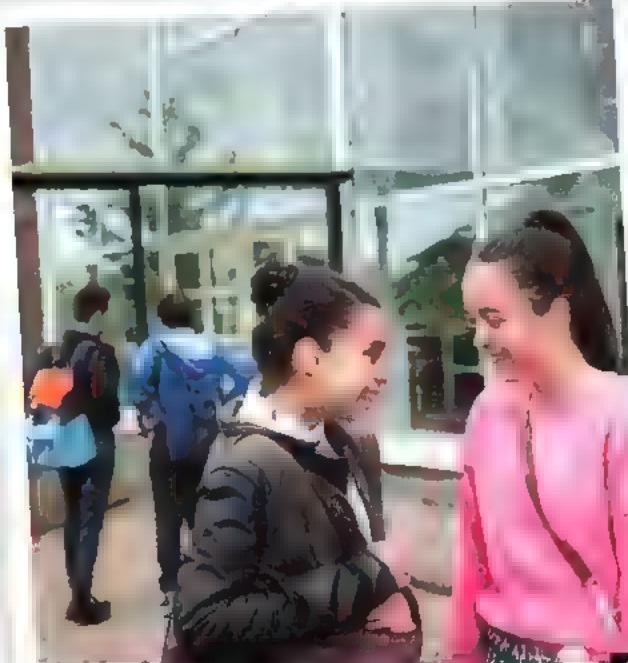
3

ELLIE Where's he from?

DAN He's from Paris. He's cool. Oh, time to go now. See you tomorrow.

RUBY Bye, Dan.

ELLIE See you later.



4

ELLIE He's from Paris?

RUBY Paris. That is so awesome!

ELLIE I know!

DEVELOPING SPEAKING

- 3 EP1 Watch to find out how the story continues.
- 1 Is Thomas from France?
 - 2 Where is he from?
- 4 EP1 Watch again. Choose the correct word in each sentence.
- 0 They are in an ice cream shop / a fast food restaurant.
 - 1 The chocolate ice cream is for Ellie / Ruby.
 - 2 Thomas is American / French.
 - 3 He's from Paris, Texas / Paris, France
 - 4 The ice cream's very good / not very good.

PHRASES FOR FLUENCY

- 1 Find the expressions 1–4 in the story. Who says them?
- 1 How's it going? _____
 - 2 See you later. _____
 - 3 That is so awesome! _____
 - 4 I know! _____
- 2 How do you say the expressions in Exercise 1 in your language?
- 3 Change the underlined expressions. Use an expression from Exercise 1.
- 1 A This is my new bicycle.
B Great!
 - 2 Hi, Jorge. How are you?
 - 3 A This is a nice computer
B Yes, it is.
 - 4 OK, time to go. Goodbye!
- 4 Complete the mini-dialogues with the expressions from Exercise 1.
- 0 A This concert is great!
B I know !
 - 1 A Hello, Ben!
B ?
 - 2 A Look at my new phone.
B !
 - 3 A Goodbye, Mike.
B _____ , Annie.

FUNCTIONS

Talking about yourself and others

1 Match the questions and answers.

- 0 Who's that? b
 - 1 Where's he from? _____
 - 2 How old are you? _____
 - 3 Who's your favorite singer? _____
- a He's from Paris.
 - b That's Thomas.
 - c Beyoncé
 - d I'm 11

2 Put the words in the correct order to make dialogues.

- 1 A that / who's / ?
Who's that?
B Mary / that's
- A she / from / where's / ?

- B the U.K. / from / she's

- 2 A they / are / who / ?

- B Mario / are / and / they / Alex

- A are / from / where / they / ?

- B from / they / Mexico / are

- 3 A Hi, / your / name / what's / ?

- B Rob / I'm

- A old / you, / how / are / Rob / ?

- B 12 / I'm

- A favorite / your / singer / who's / ?

- B Ed Sheeran.

3 SPEAKING Work in pairs. Act out the dialogues. Then make similar dialogues.

2 FEEL 2 HAPPY

OBJECTIVES

FUNCTIONS: talking about feelings; asking questions; expressing likes and dislikes

GRAMMAR: *be* (negative: singular and plural; questions and short answers); *object pronouns*

VOCABULARY: adjectives to describe feelings; positive and negative adjectives

READING

- 1 Match the phrases with the photos. Write 1–6 in the boxes.

- 1 on a train 4 at school
2 on a plane 5 on a beach
3 at a stadium 6 on a bus

- 2 **SPEAKING** Work in pairs. Student A, close your book. Student B, test your partner.

What's A? : It's on a beach.

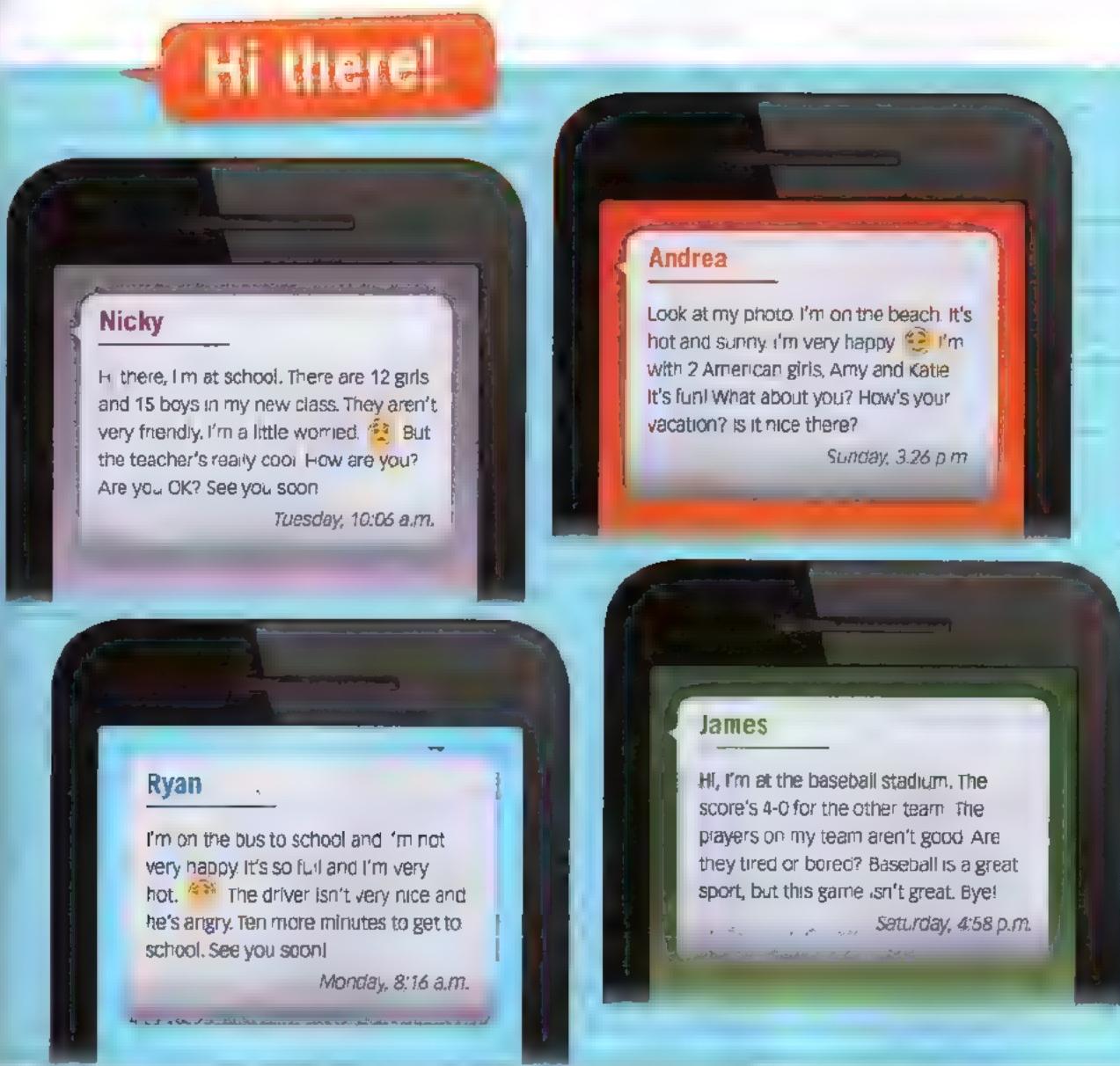
- 3 Read and listen to the text messages on page 21. Where are the people? Write the names under the correct photos in Exercise 1.

- 4 Mark the sentences T (true) or F (false).

- 0 Nicky is worried.
1 Andrea is at school.
2 Andrea, Amy, and Katie are on vacation.
3 Ryan is not happy.
4 The bus driver isn't angry.
5 James is at a baseball game.

T





THINK VALUES

Welcoming a new classmate

1 Look at the picture and answer the questions.

- 1 Where is Emily?
- 2 How is she?
- 3 Why isn't Emily happy?



2 Imagine you are Emily's classmate. What's OK or not OK? 🤔

- 0 talk to Emily
- 1 help Emily
- 2 smile at Emily
- 3 laugh at Emily
- 4 not talk to Emily
- 5 ask Emily questions



3 SPEAKING Compare your ideas with a partner.

It's OK to smile at Emily.

It isn't OK to ...

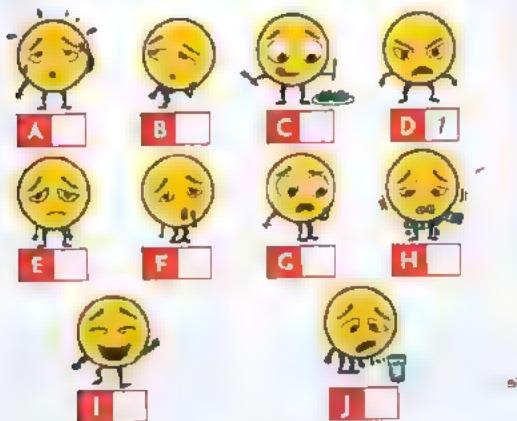
4 SPEAKING Work in pairs. Think of other things you can do to help Emily on her first day.

VOCABULARY

Adjectives to describe feelings

- 1 1.26 Match the feelings in the list with the pictures. Write 1–10 in the boxes. Listen and check.

1 angry | 2 bored | 3 cold | 4 excited
5 hot | 6 hungry | 7 sad | 8 thirsty
9 tired | 10 worried



- 2 Match the sentences with the pictures. Write 1–6 in the boxes.



- 1 It's your birthday.
2 It's one o'clock in the morning.
3 There's a great movie on TV, but the TV is broken.
4 The weather is terrible!
5 Your mom is angry with you.
6 You're on a plane.

- 3 **SPEAKING** Work in pairs. Tell your partner how you feel in the situations in Exercise 2.

Number 1: I'm excited.

Number 2: I'm ...

Workbook page 21

GRAMMAR

be (negative: singular and plural)

- 1 Look at the text messages on page 21. Complete the sentences. Then complete the rule.

- 1 They _____ very friendly.
2 The driver _____ very nice, and he's angry.

RULE: We form the negative of be with subject + be + 1 _____.

I'm not sad. (am not)

You aren't sad. (are not)

He/She/It² _____ sad. (is not)

We aren't sad. (are not)

They³ _____ sad. (are not)

- 2 Complete the sentences with the correct negative form of the verb be.

- 0 Madison _____ isn't happy today. She's very sad.
1 You _____ on my team. You're on Mike's team.
2 They _____ eleven years old. They're ten.
3 No pizza for me, thanks. I _____ hungry.
4 Lucia's favorite color is blue. It _____ green.

- 3 Complete the sentences with the correct form of the verb be.

- 0 We _____ ✓ Mexican. We _____ X American
1 I _____ X sad. I _____ ✓ happy!
2 Danny _____ ✓ twelve. He _____ X eleven.
3 It _____ X hot. It _____ ✓ cold!
4 Lucy _____ ✓ worried. She _____ X excited.

Workbook page 18

Pronunciation

Vowel sounds: adjectives

Go to page 120.



TRAIN TO THINK

Categorizing

- 1 Read the words in the list. Put them into four categories. There are four words for each category.
- afternoon | angry | book | bored | chair | desk
evening | excited | gray | morning | night
orange | pencil | purple | white | worried

- 2 **SPEAKING** Work in pairs. Read your categories out loud. Compare them.

Category 1 - gray, orange, ...

LISTENING

- 1 1.29 Listen to four dialogues. Match two with the pictures. Write a number in the boxes.
- 2 1.29 Listen again. Complete the dialogues with **cold, tired, excited, and angry**.

- 1 A Is Noah's mom sad?
B No, she isn't. She's _____.
- 2 A Are Chris and David worried?
B No, they aren't. They're _____.
- 3 A Is Ted worried?
B No, he isn't. He's _____.
- 4 A Is Ashley hot?
B No, she isn't. She's very _____.

GRAMMAR**be (questions and short answers)**

- 1 Look at picture A in Exercise 1. Choose the correct answer. Then complete the rule and the table.
- A Are you hot, Ashley?
B Yes, I am. / No, I'm not.

RULE: We form questions with ¹ _____ + subject.
We form short answers with ² _____ + subject + be (+ not)

Question	Short affirmative answer	Short negative answer
Am I in your class?	Yes, you are.	No, you aren't.
Are you OK?	Yes, I am.	No, I'm not.
¹ _____ he/she/it here?	Yes, he/she/it is.	No, he/she/it ⁴ _____.
Are we on this team?	Yes, we are.	No, we aren't.
² _____ they OK?	Yes, they ³ _____.	No, they ⁵ _____.

- 2 Put the words in order to make questions. Write the answers.

- 0 African / he / Is / South / ? (yes)
Is he South African? Yes, he is.
- 1 hungry / you / Are / ? (no)

- 2 Brazil / they / from / Are / ? (yes)

- 3 she / Is / tired / ? (no)

- 4 late / I / Am / ? (no)



- 3 Look at the rule again. Complete the dialogues.

- 1 A Are you angry, Grace?
B No, I _____ . I'm just tired.
- 2 A _____ Chris and Tim your best friends?
B Yes, they _____. They _____ in my class at school.
- 3 A _____ Ms. Brown your English teacher?
B No, she _____. She's my mother's friend.
- 4 A Am I in your class?
B No, you _____. You _____ in Joe's class.
- 5 A _____ Juan Mexican?
B _____ . He's from Merida.
- 6 A _____ we late?
B _____ . We're early.

- 4 **SPEAKING** Work in pairs. Ask and answer.

Is soccer your favorite sport?

(Are you cold?)

Are your best friends from the U.S.?

Is your teacher in the classroom?

- 5 **SPEAKING** Think of three more questions to ask your partner. Then ask and answer.

Ask and answer

READING

1 Read the dialogue and choose the correct option.

Nick and Ethan decide to . . .

- a go to the movie theater.
- b listen to music.
- c go to a club for young people.

2 1.30 Read the dialogue again and listen. Number the photos in the order that Ethan talks about them. Write 1–5 in the boxes.

ETHAN What's wrong, Nick? Are you tired?
NICK Tired? No, I'm not tired. I'm bored.
ETHAN Why are you bored?
NICK Because there's nothing to do. Nothing at all.
ETHAN Well, there's a baseball game at five. It's on TV.
NICK Baseball? I don't like it.
ETHAN Really? What about a movie? There's a great new movie on at the movie theater downtown.
NICK A movie? Who's in it?
ETHAN Ben Stiller. He's so funny.
NICK Ben Stiller? I don't like him. He's not funny. He's terrible.
ETHAN Well, how about some music? Listen to this song. It's the new one from Maroon 5.
NICK Maroon 5? Are you kidding? I don't like them.
ETHAN Well, do you like ice cream? The new ice cream shop is open in the mall.
NICK Ice cream? No, I don't like it.
ETHAN What! You don't like ice cream?
NICK No, I don't.
ETHAN OK, how about the club?
NICK What club?
ETHAN The new youth club, you know, for teenagers.
NICK Hmm, I'm not sure.
ETHAN But Jen is a member.
NICK Jen?
ETHAN Yes, Jen Carter.
NICK Jen Carter?
ETHAN Yes, she goes there every Friday.
NICK Really? Let's go!

3 Correct the sentences. Write the correct sentences in your notebook.

0 Nick is tired.

He isn't tired. He's bored

1 The baseball game is at eight.

2 Johnny Depp is in the movie.

3 The song is by The Feeling.

4 The new ice cream shop is at the beach.

5 Nick is a member of the new youth club.



GRAMMAR

Object pronouns

- 1 Complete the dialogues with *them*, *it*, and *him*. Read the dialogue on page 24 again and check. Then use the words to complete the table.

ETHAN There's a baseball game at five.
NICK Baseball? I don't like ¹ _____.
ETHAN Ben Stiller is so funny.
NICK I don't like ² _____.
ETHAN Listen to this song.
NICK Maroon 5? I don't like ³ _____.

Subject	Object
I	me
you	you
he	¹ _____
she	her
it	² _____
we	us
they	³ _____

- 2 Complete the dialogues with the correct object pronouns.

- 0 A Dad's angry.
B Yes, he isn't very happy with us, Tom.
1 A Do you like Mumford & Sons?
B No, I don't like .
2 A Do you like Jennifer Lopez?
B Yes, I like . She's great.
3 A Do you like ?
B Yes, I think you and Peter are great.
4 A Do you like ?
B Yes, I think Jack is funny.
5 A Do you like my new bike?
B Yes, I like .
6 A Rob, I really like .
B I really like you too, Alice.

Workbook page 14

VOCABULARY

Positive and negative adjectives

- 1 Look at the words in the list. Write N (negative) or P (positive) in the boxes.

awful | bad | excellent | exciting
funny | good | great | terrible

- 2 **SPEAKING** Work in pairs. Say one example for each of the following.

How to Train Your Dragon 2
is a funny movie.

- a a funny movie
- b an excellent actor
- c a bad movie
- d an exciting computer game
- e a great sportsperson
- f a terrible singer
- g a great country
- h a good book
- i an awful actor

Workbook page 15

FUNCTIONS

Expressing likes and dislikes

- 1 Which of these sentences means "It's good"? Which means "it's bad"?

I don't like Taylor Swift.

I like Shakira.

- 2 Put the words in the correct order to make questions.

A you / like / Coldplay / do / ?
B you / Katy Perry / like / do / ?

- 3 Match the answers to the questions in Exercise 2.

1 No, I don't like them. They're terrible.

2 Yes, I like her. She's great.

- 4 **SPEAKING** Work in pairs. Talk about the movies, actors, bands, and singers you really like and don't like.

Do you like Lorde?

Yes, I like her. I think she's great.

Do you like the Divergent movies?

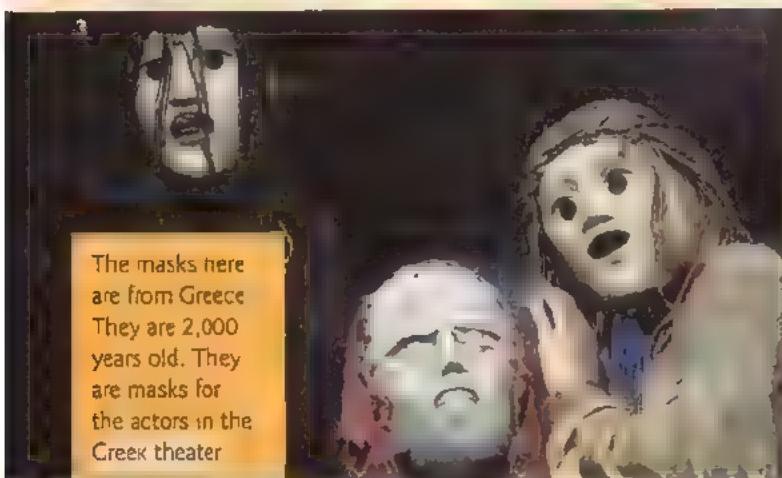
No, I don't like them. They're terrible.

Culture

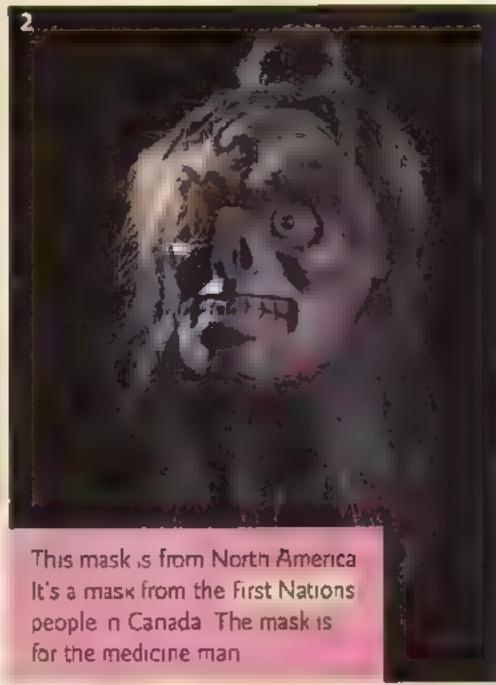
Masks from around the world



This is a lion mask from China. In many countries in Asia, there are lion dances. There are always two people in a lion – the mask is on the head of one dancer. The lion dances are very beautiful. Tourists love them.



The masks here are from Greece. They are 2,000 years old. They are masks for the actors in the Greek theater.



This mask is from North America. It's a mask from the First Nations people in Canada. The mask is for the medicine man.



Masks are an important part of the carnival in Venice, Italy. There are many different types of carnival masks. For example, the mask in this picture is called the Colombina. Carnival masks are often very beautiful and some are very expensive.



These are Halloween masks. Halloween is on October 31. Children in many countries around the world, for example in the U.S. and the U.K., wear Halloween masks. They go from house to house and say "Trick or treat". People give them candy ("treats").



- 1 Look at the photos on page 26. Where can you see these things? Write 1–5 in the boxes.

- a candy
- b tourists
- c a First Nations mask
- d a lion
- e a theater
- f a dancer

- 2 What feelings can you see in the masks?

Mask number 1 is happy.

- 3  1.31 Read and listen to the article. Which countries are the masks from?

- 4 Read the article again. Mark the sentences T (true) or F (false).

- 0 The lion dance is from Canada. F
- 1 The First Nations mask is for a doctor.
- 2 The Greek masks are 200 years old.
- 3 Halloween is a holiday only in the U.S. and the U.K.
- 4 Colombina is a type of Italian mask.

- 5 **SPEAKING** Which of the masks do you like? Which do you not like? Why?

WRITING

Describing feelings and things

- 1 Read the text messages. Write the names under the photos.

- 2 Read the text messages again and answer the questions.

- 1 Where is Henry?
- 2 Is he happy?
- 3 Why or why not?
- 4 Where is Tom?
- 5 Is he happy?
- 6 Why or why not?

- 3 How do Tom and Henry ...

- 1 start their text?
- 2 finish their text?

- 4 Imagine you want to write a text message to a friend. Think of answers to these questions.

- 1 Where are you?
- 2 Are you happy?
- 3 Why or why not?

- 5 Use your answers in Exercise 4 to write a text message (35–50 words) to a friend.

Tom

Hi, Sarah. I'm at school. It's lunchtime and I'm really hungry. But I'm sad. The food at school today isn't good. I'm also cold. The sun isn't out. It's not a great day. What about you? Is your day good? Bye.

Today, 1.12 p.m.

Henry

Hi, Olivia. I'm in the car with my family. I'm excited because I'm on vacation. Yay! Two more hours to get to the beach! How are you? Are you OK? See you soon!

Today, 10.03 a.m.



THINK EXAMS

READING AND WRITING

Part 3: Multiple-choice replies

1 Complete the five conversations. Choose the correct answer A, B, or C.

- | | |
|------------------------|---------------------------------------------------------|
| 0 What's your name? | A I'm 11.
B It's Kylie.
C Yes, I am. |
| 1 How old are you? | A I'm Brazilian.
B I'm 12.
C It's John. |
| 2 Are we late? | A Yes, we are.
B No, I'm not.
C Yes, he is. |
| 3 Do you like Beyoncé? | A No, I like her.
B Yes, I am.
C Yes, I like her. |
| 4 Where are you from? | A I'm 13.
B Yes, I am.
C Mexico. |
| 5 Is Tom your friend? | A Yes, we are.
B Yes, he is.
C Yes, I am. |

Part 2: Multiple-choice sentence completion

2 Read the sentences about Jim. Choose the best word (A, B, or C) for each space.

- | | | | |
|-------------------------------------------|----------|---------|------------|
| 0 Hi, my name _____ Jim. | A am | B is | C are |
| 1 It _____ my birthday today. | A are | B am | C is |
| 2 I _____ 12 years old. | A am | B is | C are |
| 3 I am _____ my school. | A at | B on | C to |
| 4 I like Ed Sheeran. He's a _____ singer. | A great | B awful | C terrible |
| 5 I _____ like sports. | A aren't | B don't | C isn't |

TEST YOURSELF

VOCABULARY

- 1 Complete the sentences with the words in the list. There are two extra words.

awful | Brazil | clean | excited | expensive | hot
hungry | old | Russian | the U.K. | British | thirsty

- 1 I want a sandwich. I'm _____.
- 2 She's from Moscow. She's _____.
- 3 Open the window, please. I'm _____!
- 4 This pizza is _____. I don't like it!
- 5 He's _____. I think he's from Sheffield.
- 6 I'm 12 and my big brother Jack is 23. He's _____!
- 7 Are you _____? OK, here's a glass of water.
- 8 It's \$175? Oh, it's very _____.
- 9 Brasília is a big city in _____.
- 10 We're on the train to Washington! We're very _____.

/10

GRAMMAR

- 2 Complete the sentences with the words in the list.

don't | her | How | it | Where | Why

- 1 Mike and Annie aren't here. _____ are they?
- 2 This is my new shirt. I really like _____.
- 3 She's my friend. I like _____ a lot.
- 4 _____ old are you?
- 5 I _____ like hamburgers.
- 6 A _____ are you here?
B Because it's a nice place.

- 3 Find and correct the mistake in each sentence.

- 1 I not like sports.
- 2 What old is your brother?
- 3 Are the from Peru?
- 4 It aren't an expensive computer.
- 5 He's the new boy in the class. I like he.
- 6 What is your favorite singer?

/12

FUNCTIONAL LANGUAGE

- 4 Write the missing words.

- 1 A Who _____ she?
B She's Maria. She's _____ Mexico.
- 2 A _____ are they from?
B Mexico. They _____ Mexican.
- 3 A _____ you like Taylor Swift?
B Yes, I like her. She _____ a great singer.
- 4 A I _____ like this movie. It's awful!
B Oh, really? I _____ it. It's funny!

/8

MY SCORE /30



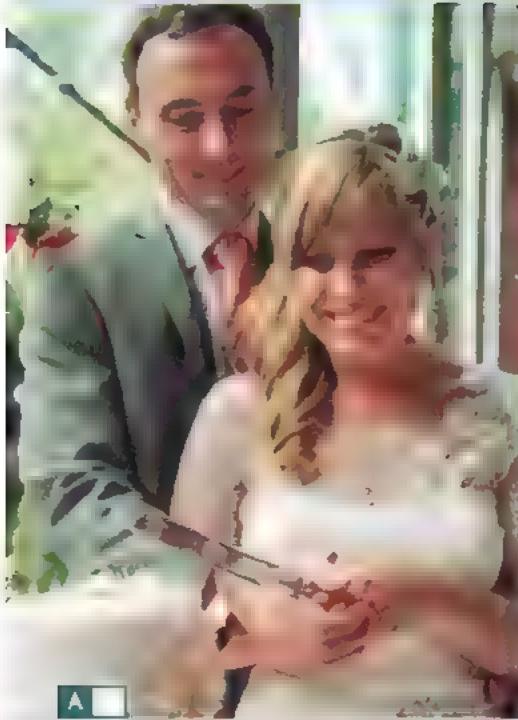
3 ME AND MY FAMILY

OBJECTIVES

FUNCTIONS: describing good qualities; talking about family; paying compliments

GRAMMAR: possessive 's; possessive adjectives; this / that / these / those

VOCABULARY: family members; house and furniture



A



B



C



D

READING

- 1 Match the family members with the photos. Write 1–4 in the boxes.

- 1 brother and sister
- 2 mother and son
- 3 father and daughter
- 4 husband and wife

- 2 **SPEAKING** Think of famous examples of the following. Tell your partner.

- 1 a husband and wife
- 2 a mother and daughter
- 3 a father and son
- 4 sisters
- 5 brothers

Brad Pitt and Angelina Jolie are a famous husband and wife.

- 3 **SPEAKING** Look at the photos on page 31. Use words from Exercise 1 to talk about them.

- 4 **LISTENING** Read and listen to the article. Mark the sentences T (true) or F (false).

- 0 Kate Middleton is from England.
- 1 She has three brothers and sisters.
- 2 Kate's picture is never in the newspapers.
- 3 William's father is Prince Charles.
- 4 Kate's home is new.
- 5 Kate and William's apartment is small.

T



Kate Middleton

Kate Middleton is an English woman. She likes sports (especially field hockey) and photography. She's a very busy person. She works with many organizations to help children and sportspeople.

Kate's family is from Berkshire in England. She has a sister named Pippa and a brother named James.

So, is she a "normal" woman?

Not really. Now, she's famous all over the world. Her picture is often in the newspapers, and she's often on TV. She's The Duchess of Cambridge. Her husband is Prince William, the Duke of Cambridge. William's father is Prince Charles and his grandmother is Queen Elizabeth.

William and Kate have a son named George and a daughter named Charlotte. George was born in 2013, and Charlotte was born in 2015.



Kate and William's home is an apartment in Kensington Palace, in London. The palace is 300 years old. Their apartment is really big, with twenty bedrooms and three kitchens.



THINK VALUES

Families

- 1 Complete the sentences with at least one word from the list. Use a dictionary to help you.

friendly | interested in | patient
helpful | kind | strict | generous

- 1 A good brother/sister is _____.
- 2 A good father is _____.
- 3 A good mother is _____.
- 4 A good grandfather/grandmother is _____.

- 2 **SPEAKING** Compare your ideas with others in the class.

GRAMMAR

Possessive 's

1 Look at the examples. Then complete the rule.

- 1 Kate's family is from Berkshire in England.
- 2 William and Kate's apartment is in Kensington Palace.

RULE: We talk about possession with noun + 's.

Peter _____ sister = the sister of Peter

2 Look at the photos and write the correct words with 's.



0 my sister's phone



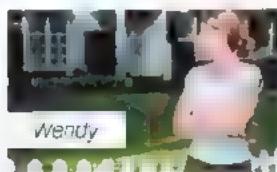
1 Patrick



2 Mrs White



3 my cousin



4 Wendy



5 my uncle

LOOK! We use 's for both possessives and contractions.

Tom's house is big. (The house of Tom is big.)

She's my cousin. (She is my cousin.)

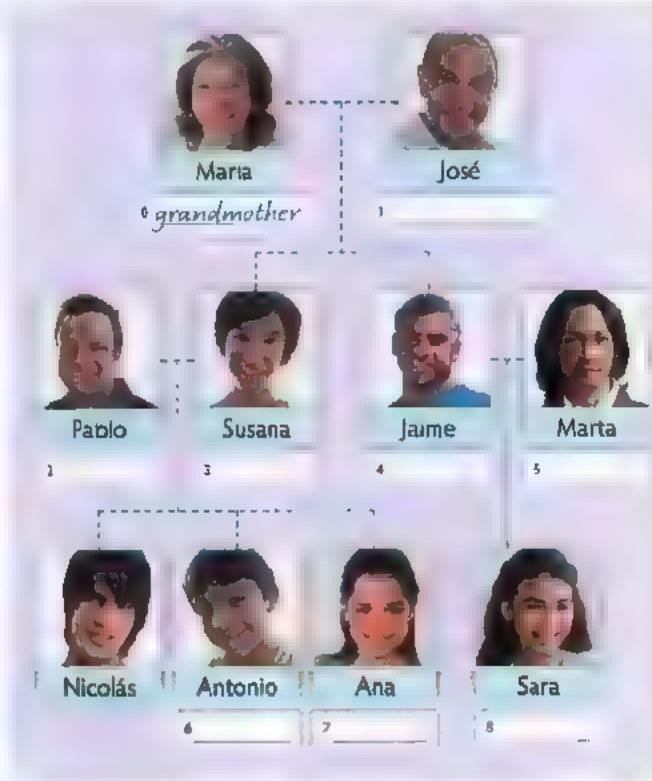
Workbook page 28

VOCABULARY

Family members

1 1,33 Complete Nicolás' family tree with the words in the list. Then listen and check.

aunt | brother | cousin | father | grandfather
grandmother | mother | sister | uncle



2 Look at the article on page 31. Complete the sentences with the words in the list.

brother | father | grandfather | son | wife

0 William is George's father.

1 Kate is William's .

2 George is Kate's .

3 Prince Charles is George's .

4 James is Kate and Pippa's .

3 **SPEAKING** Write three or four sentences about your family. Tell your partner.

My uncle Antonio is my mother's brother.

GRAMMAR**Possessive adjectives**

- 1 Look at the article on page 31. Complete the sentences and match them with the people. Then complete the table.

1 _____ grandmother
is Queen Elizabeth.

2 _____ husband is
Prince William.

3 _____ apartment is
really big.

a William and Kate

b William

c Kate

Subject	Possessive adjectives
I	my
you	your
he	1
she	2
it	its
we	our
they	3

- 2 Complete the dialogue with words from Exercise 1.

STEVE Hello. ⁰ My name's Steve.
What's ¹ name?
JANE Hi. I'm Jane and this is Renata.
She's Brazilian. She's here on
vacation with ² mother and father.
STEVE Hi, Renata.
RENATA Hi, Steve. How are you?
STEVE Fine, thanks. So, you and ³ parents are from
Brazil? Do you speak Spanish?
RENATA No, we speak Portuguese. It's ⁴ first language.
JANE Do you have any brothers or
sisters?
RENATA No, just me! And you?
JANE Yes, I have two brothers.
⁵ names are Alex and
Richard. They love soccer. And
they love Brazilian soccer!
RENATA Great! My father is a soccer fan,
too – ⁶ favorite team is Flamengo

Workbook page 28 ➔

LISTENING

- 1 **CD 1.34** Listen to three people talking about their family. Write 1–3 in the boxes.



- 2 **CD 1.34** Listen again and complete the sentences. Write one word in each space.

- 1 Jordan's family is very _____. His uncle, Jack, is always very _____.
2 Tania's _____ are in Australia. Her _____, Clare, is nice, but sometimes she's difficult, too.
3 Manuel has _____ cousins. His cousin Monica is very _____ to her brothers, sisters, and friends.

THINK SELF-ESTEEM**Being part of a family**

- 1 Complete the "ME" table. Write the names of four people in your family who are important to you and a word to describe them.

ME

	Name	Adjective
1		
2		
3		
4		

PARTNER

	Name	Adjective
1		
2		
3		
4		

- 2 **SPEAKING** Work in pairs. Ask your partner what he/she wrote. Write his/her answers in the "PARTNER" table.

- 3 **SPEAKING** Tell the class about ...

- a your table.
b your partner's table.

READING

1 Read the dialogue quickly and answer the questions.

- 1 Where are the two girls?
- 2 Who is Debbie?

2 1.35 Read the dialogue again and listen. Answer the questions.

- 1 Who's in the photo?
- 2 Does Alicia like her brother Brian?
- 3 Are the books and magazines Brian's?
- 4 Are the DVDs Alicia's?
- 5 Does Brian like his sister?

ALICIA So, ⁰ this is my bedroom.
Do you like it?

DEBBIE Yes! It's really nice. I like your bed. And the curtains are great!

ALICIA Thank you. I like my room, too. It's my favorite room in the house – of course!

DEBBIE ¹ is a nice photo.
There, on the desk.

ALICIA Yes, it's me and my family, on vacation in Cancun. We're all very happy in that photo!

DEBBIE Cool. And is ² your brother?

ALICIA Yes, it is. ³ is Brian.
Oh, he's nice.

ALICIA Hmm ... sometimes he is,
sometimes he isn't.

BRIAN Alicia! Are you in here?

ALICIA Hi, Brian. Yes, I'm here. And ⁴ is my friend
Debbie.

BRIAN Hi, Debbie. Listen, Alicia – are ⁵ your things?

ALICIA What things?

BRIAN The books and magazines.
Oh, yes, sorry.

BRIAN And Alicia, the DVDs on your bed – ⁶ are my DVDs!

ALICIA Yes, you're right. Sorry again.
You know what, Debbie?
Sometimes my sister isn't my favorite person!

3 Complete the dialogue with the words in the list.

this (x2) | that (x3) | these | those

GRAMMAR

this / that / these / those

1 Match the sentences with the pictures. Write 1–4 in the boxes. Then circle the correct words to complete the rule.



- 1 This is my sister.
- 2 That's my brother.
- 3 These are my pens.
- 4 Those are my friends.

RULE: The words **this** and **that** are ¹singular / plural.

The words **these** and **those** are ²singular / plural.

We use **this** and **these** to talk about things that are ³near to / far from us.

We use **that** and **those** to talk about things that are ⁴near to / far from us.

2 Look at the pictures in Exercise 1 again. Complete the sentences with **this**, **that**, **these**, or **those**.

- 0 Picture A: Is this your phone?
- 1 Picture B: Are your books?
- 2 Picture C: Are your books?
- 3 Picture D: Is your phone?

Workbook page 29 ➔

Pronunciation

this / that / these / those

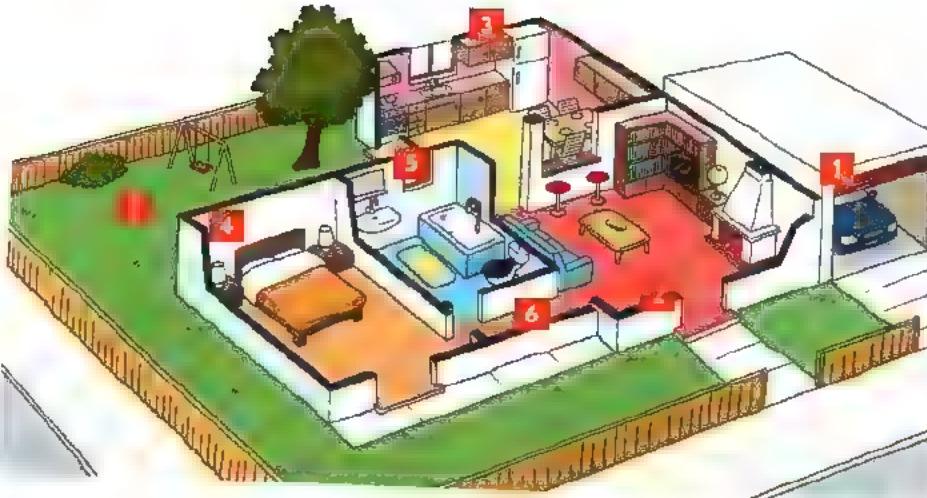
Go to page 120.



VOCABULARY**House and furniture**

- 1** 1.38 Match the rooms in the picture with the words. Write 1–7. Listen and check.

bathroom
bedroom
garage
backyard
hall
kitchen
living room



- 2** 1.39 Match the words with the photos. Write 1–8 in the boxes. Listen and check.

1 chair | 2 bathtub | 3 bed | 4 stove | 5 fridge (refrigerator) | 6 shower | 7 couch | 8 toilet



- 3** Complete the table with words a–h from Exercise 2.

Living room	Kitchen	Bedroom	Bathroom

- 4** **SPEAKING** In your notebook, draw an unusual house. Put the furniture in different rooms. Tell your partner about your house.

The fridge is in the living room.
The toilet is in the kitchen.

WRITING**Your favorite room**

- 1** Think about your favorite room in your house. Answer the questions.

- Which room is it?
- Is it big or small?
- What things are in the room?
- What colors are the things in the room?

- 2** Write a description of your favorite room (about 50 words).

A song for Ruby

1 Look at the photos and answer the questions.

- 1 Where are the four friends?
- 2 How does Tom feel in photo 4?
- 2 1.40 Now read and listen to the photostory. What song does Tom's dad want to play?



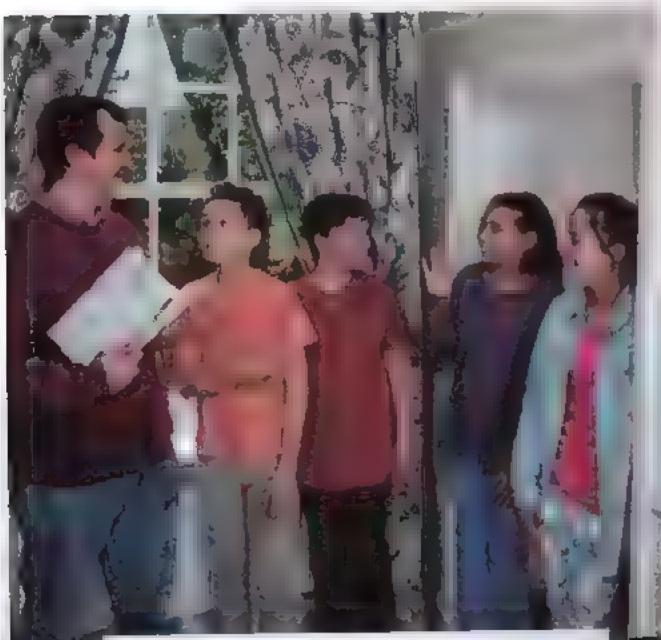
TOM Come in, guys.
RUBY Wow, this photo is cool!
TOM Thank you.
DAN What's that photo over there?

1



TOM That's my family. We're on vacation.
RUBY It looks great. So, these are your parents
and ...
ELLIE ... that's your sister?
TOM No, that's my cousin. My sister is there.
ELLIE Oh, right. She looks like your sister!

2



DAD Hello, everyone.
DAN Hello.
TOM Dad, these are my friends. This is Dan,
and that's Ellie, and this is Ruby.

3



DAD Ruby? Really?
RUBY Yes. Why?
DAD Well, there's a great song called "Ruby." Just
a minute. Where's my guitar?
TOM OK, guys, let's go. I want to show you my
room

4

DEVELOPING SPEAKING

- 3 **STEP 2** Watch to find out how the story continues.

- 1 What things do Tom's friends like about the house?
- 2 Do they like Tom's dad?

- 4 **STEP 2** Watch again. Match the parts of the sentences.

- | | |
|----------------------------------------|----------|
| 0 Tom isn't very happy | <i>f</i> |
| 1 Tom isn't a big fan of auto racing. | <i>=</i> |
| 2 The chair in Tom's room | <i>=</i> |
| 3 The backyard in Tom's house | <i>=</i> |
| 4 Tom's dad's CDs are | <i>=</i> |
| 5 Ruby says Tom's dad | <i>=</i> |
| a is broken | <i>=</i> |
| b is really cool. | <i>=</i> |
| c in the living room. | <i>=</i> |
| d but he likes the poster of a racecar | <i>=</i> |
| e isn't very big. | <i>=</i> |
| f about his dad. | <i>=</i> |

PHRASES FOR FLUENCY

- 1 Find the expressions 1–4 in the story. Who says them?

- 1 Let's go.
- 2 Oh, right.
- 3 Really?
- 4 Just a minute.

- 2 How do you say the expressions in Exercise 1 in your language?

- 3 Put the sentences in the correct order to make a dialogue.

- SALLY Where are we?
 SALLY Really? Oh, right. Sorry. Here's the right map.
 SALLY OK. The map's here. Here you are.
 TOM Just a minute. Let me look at the map.
 TOM Thanks. Oh, sorry, Sally, this is the wrong map.
 TOM Thanks. Ah, we're on the right road. Let's go.

- 4 Complete the mini-dialogues with the expressions from Exercise 1.

- 1 A I love this band. They're fantastic.
 B _____ ? I don't like them.
- 2 A Hey, that's my phone. Your phone is there.
 B _____ . Sorry about that.
- 3 A Are you ready?
 B _____ , where are my keys?
 Oh, here they are.

FUNCTIONS

Paying compliments

- 1 Read the phrases. Check (✓) four more compliments.

- 0 This picture looks cool. ✓
- 1 Thank you.
- 2 That's nice!
- 3 That's my family
- 4 That's great.
- 5 What a nice (picture)!
- 6 I really like (your music).

- 2 Check (✓) the situations when you pay a compliment.

- 1 Your friend has a new shirt.
- 2 It's a sunny day.
- 3 Your friend's sister is in New York on vacation.
- 4 There is a great poster on your friend's bedroom wall.
- 5 It's your friend's birthday.
- 6 You like your friend's room.

- 3 Put the sentences in the correct order to make dialogues.



- 1 7 A This photo is great.
 A Is that your sister in the photo? She looks nice.
 B Yes, her name's Carol. She's 14.
 B Thanks. I like it, too.

- 2 A Where's it from?
 A I really like your shirt.
 B Oh, thank you.
 B It's from my vacation in Brazil.

- 4 **SPEAKING** Act out the dialogues. Then change them and make similar dialogues.

IN THE CITY

READING

- 1 Match the phrases in the list with the photos. Write 1–4 in the boxes.

1 a famous square | 2 a famous tower
3 a famous palace | 4 a famous statue

- 2 **SPEAKING** Work in pairs. Can you name the places in the photos? Where are they?

I think it's the Eiffel Tower. It's in Paris.

- 3  Read and listen to the brochure. Which two things in Exercise 1 are in Window of the World?

- 4 Read the brochure again. Mark the sentences T (true) or F (false).

- 0 Window of the World is in China.
1 All the models are of things in the same country.
2 There are models of 130 different things.
3 You can ski at Window of the World.
4 There is a train station in the park.
5 There are restaurants at Window of the World.

T

- 5 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 Would you like to go to Window of the World?
2 What would you do there?



OBJECTIVES

FUNCTIONS: talking about places in a town/city; giving directions; buying things in a store

GRAMMAR: *there is / there are; some / any; imperatives*

VOCABULARY: places in a town/city; prepositions of place; numbers 100+; prices



Are there any fun activities?

Yes, there are: for example, you can take a ride on the Colorado River! And there is a place for skiing, too! And every year on China's National Day (October 1), there is a pop festival in the park.

There are also some great restaurants and cafés in the park – you can eat the different foods from around the world, too!

Take a taxi or bus from Shenzhen train station to get there. It costs 180 RMB (renminbi) to go in – that's about \$28.



Here are some things you can see there:

Niagara Falls in North America

the Temple of the Emerald Buddha in Thailand

the Pyramids in Egypt

St. Mark's Square in Venice



THINK VALUES

My town/city

1 Think of your town/city and answer the questions.

- 1 What are the most interesting places for you?
- 2 What are the most interesting places for a visitor?

2 SPEAKING Make one list of interesting places for you and one for a visitor. Tell a partner.

The most interesting places for me in my town/city are ...

The most interesting places in my town/city for a visitor are ...

3 Think of a place/thing in your town, city, or country to put in Window of the World.

- 1 What is the name of the place/thing?
- 2 Why do you want it in Window of the World?

I want to put ... from my city because it's very old and beautiful.

4 SPEAKING Compare your ideas with others in the class.

VOCABULARY

Places in a town/city

- 1 1.42 Write the names of the places under the pictures. Listen and check.

bank | drugstore | library | museum | park
post office | restaurant | supermarket | train station



- 2 Complete each sentence with a place from Exercise 1.

- 0 You buy milk in a supermarket.
- 1 You play soccer in a park.
- 2 You eat lunch or dinner in a restaurant.
- 3 You send letters in a post office.
- 4 You get on a train in a train station.
- 5 You buy medicine in a drugstore.
- 6 You look at old and interesting things in a museum.
- 7 You read books in a library.

Workbook page 39

GRAMMAR

there is / there are

- 1 Complete the sentences from the brochure on page 39. Use *is*, *are*, and *aren't*. Then complete the table.

- 1 In the city of Shenzhen in China, there is a park called *Window of the World*.
- 2 Are there any fun activities?
- 3 But there aren't any people living in the park!

	Singular nouns	Plural nouns
Affirmative	There ₁	There ₃
Negative	There isn't	There ₄
Questions	₂ there?	₅ there?



- 2 Complete the sentences in the positive (+), negative (-), or question (?) form. Use *there is*, *there are*, *is there*, *there aren't*, and *are there*.

- 0 There are six bridges in the city.
- 1 Are there any good movies on TV tonight?
- 2 Is there a museum in your town?
- 3 Are there a great café near here?
- 4 Are there any people in the park today?
- 5 Are there any nice stores on this street?

some / any

- 3 Complete the sentences about *Window of the World* with *some* or *any*. Then complete the rule.

- 1 But there aren't any people living in the park.
- 2 Are there any fun activities?
- 3 There are some great restaurants and cafés.

RULE: We often use *some* and *any* with plural nouns.

We use 1 in affirmative sentences.

We use 2 in negative sentences and questions.

- 4 Choose the correct words.

- 0 There are some / any interesting things in the museum.
- 1 There aren't some / any parks in my town.
- 2 Are there some / any good stores here?
- 3 There are some / any nice places to eat here.

- 5 **SPEAKING** Work in pairs. Think of a city, but don't say the name! Ask and answer questions to find out the cities.

Is there a famous park in your city? Yes, there is.

Is there a famous statue? Yes, there is.

Is it New York?

Workbook page 36

VOCABULARY

Prepositions of place

Look at the map and complete the sentences with the words in the list.

behind | between | in front of | next to
on the corner (of) | across from

- 0 A is on the corner (of) Green Street and next to the supermarket.

- 1 B is next to the library.

- 2 C is between the bank and the cinema.

- 3 D is across from the park and the post office.

- 4 E is in front of the restaurant.



LISTENING

- 1 **1.43** Listen to three people asking for directions. Write **museum**, **drugstore**, and **mall** in the correct places on the map. There are two extra spaces.

- 2 **1.43** Listen again and complete the sentences.

0 The drugstore is across from the library.

1 The drugstore is next to the bank.

2 The museum is on Green Street.

3 The mall is in front of a restaurant.

Match the parts of the sentences.

0 Listen

b

1 Sit

c

2 Don't open

d

3 Don't look

e

4 Turn

f

5 Go

a the door.

b to me.

c right.

d down, please.

e down the street.

f at the answers.

GRAMMAR

Imperatives

- 1 Complete the examples with **don't**, **turn**, and **go**. Then complete the rule.

1 Go past the supermarket.

2 Turn left.

3 Take a bus – it's only two minutes from here.

RULE: To tell someone to do something, you can use the **imperative** – it's the same as the base form of the verb.

To tell someone **not** to do something, use + the base form of the verb.

FUNCTIONS

Giving directions

- 1 **SPEAKING** Work in pairs. Look at the map again.

Student A: You're at the restaurant. Student B: Think of another place on the map, but don't say it! Tell Student A how to find you.

OK, turn right and right again onto High Street. Turn right on King Street. I'm on the right.

The supermarket?

That's right!

- 2 **SPEAKING** Now change. Student B: You're in the park.

Student A: Choose another place on the map and tell Student B how to get there.

READING

- 1 1.44 Read and listen to the dialogues. Where are the people? Write a letter in each box. There are two extra letters.

A bookstore | B drugstore | C shoe store
D supermarket | E train station



1

MAN Good morning. Can I ⁰ help you?
GIRL Yes, please. A ticket to Chicago, please.
MAN Round trip?
GIRL Yes, please. ¹ is that?
MAN Well, it's \$27.50, but you can't come back between four and seven o'clock. That costs extra.
GIRL Oh, no problem. Here you are, \$30.
MAN Thank you. And \$2.50 is your change.
GIRL Thanks a lot. Is that the train?
MAN Yes, hurry! Oh – don't forget your tickets!
GIRL Oh, yes – thanks!

2

WOMAN These are nice. I really like them.
MAN Yes, they're really nice.
WOMAN And they're very comfortable. How much? ² ?
MAN They're \$120.
WOMAN Wow. They're expensive.
MAN Yes, but they're beautiful shoes.
WOMAN You're right. OK, I'll ³ them.
MAN Great!

3

WOMAN Hello.
GIRL Hi. ⁴ take these, please?
WOMAN OK. Wow, that's a lot of books.
GIRL I know! There are twelve. Well, I'm a student.
WOMAN Oh, I see. That's \$135, please.
GIRL OK. Here's my credit card.
WOMAN Thank you. And here are your books.
GIRL Thanks very much.
WOMAN OK, bye. Have ⁵ .
GIRL You, too.

- 2 1.44 Listen again. Complete the dialogues with the words and phrases in the list.

a nice day | are they | Can I help you | How much | take

- 3 SPEAKING Work in pairs. Act out the dialogues.

VOCABULARY

Numbers 100+

- 1 1.45 Match the words with the numbers. Then listen, check, and repeat.

0	130	<input type="checkbox"/>	4	560
1	150	<input type="checkbox"/>	5	1,000
2	175	<input type="checkbox"/>	6	1,200
3	200	<input type="checkbox"/>	7	2,000

- a five hundred and sixty
- b one thousand two hundred
- c two hundred
- d one hundred and thirty
- e one hundred and seventy-five
- f one thousand
- g two thousand
- h one hundred and fifty

LOOK! When a number is more than 100, we can use the word *and*:

one hundred and twenty OR one hundred twenty
two hundred and twelve OR two hundred twelve
We **don't** use the word *and* for numbers 20–99.
twenty-five NOT twenty-and-five
seventy-three NOT seventy-and-three

- 2 1.46 Listen and write the numbers two ways.

0 180 one hundred and eighty

1

2

3

4

5

Workbook page 39

Pronunciation

Word stress in numbers

Go to page 120.

VOCABULARY

Prices

1 Say these prices. Listen and check.

- 1 \$15.00
- 2 £25.00
- 3 €230.00
- 4 \$9.99
- 5 \$21.95
- 6 €72.50

2 Listen and look at the prices. Number them in the order you hear them.



LOOK! \$ = dollar(s) £ = pound(s) € = euro(s)

\$2.50 – We say *two dollars and fifty cents* not *two dollars fifty*. We can also say *two fifty*.

3 **SPEAKING** Work in pairs. Ask and answer the questions. Student A: Go to page 127. Student B: Go to page 128.

FUNCTIONS

Buying things in a store

1 Read these questions and answers. Who says them? Write C (customer) or S (store clerk).

- 1 Can I help you? S
- 2 I'll take them.
- 3 How much are they?
- 4 Here's your change.
- 5 That's \$... , please.
- 6 Do you have ...?

2 Use the questions and answers from Exercise 1 to complete the dialogue. Write 1–6.

- A Hi there. 1
 B Hello. Yes, please. any music magazines?
 A Sure. There's this one here, and there's also this one.
 B Great.
 A This one's \$3.95, and the other one is \$3.50
 B OK –
 A Great. \$7.45,
 B OK. Here you are. \$10.00.
 A Thank you. And – \$2.55.
 B Thanks. Bye!

3 Listen and check. Then act out the dialogue with a partner.

TRAIN TO THINK

Exploring numbers

Read, think, and write the answers.

Vero, Carlos, and Miguel go shopping. Vero has \$20. Carlos has \$12, and Miguel has \$2. Vero spends \$1.40 at the bookstore, \$3.30 at the supermarket, and \$8.30 at the café. Carlos spends \$3.80 at the post office and \$2.20 at the drugstore.

At home, Mom says, "How much money do you have now?"

Vero: \$

Carlos: \$

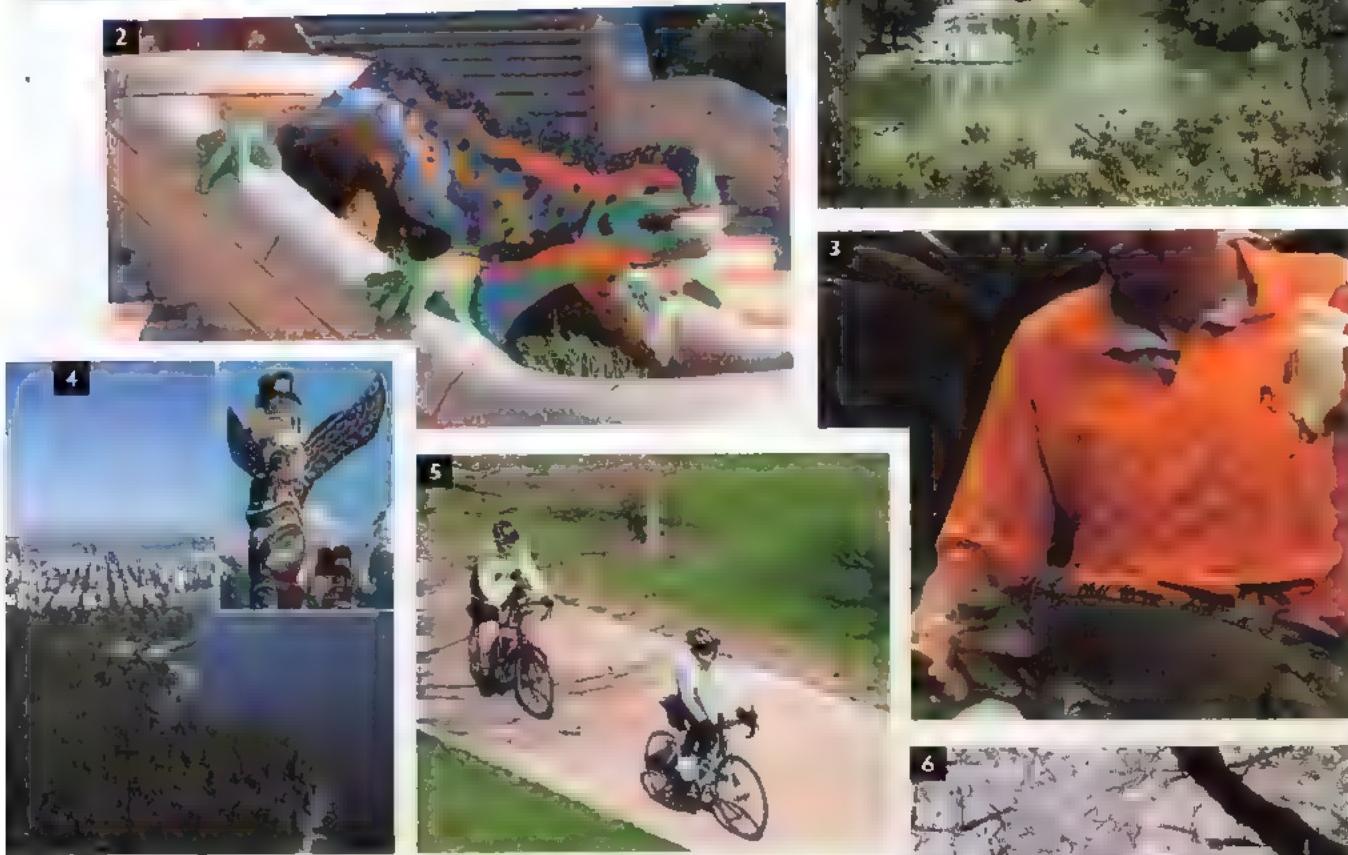
Miguel: \$

Then Mom says: "OK, Carlos and Vero. Give Miguel some money so that you all have the same!"

Vero gives Miguel \$

Carlos gives Miguel \$

Culture



Parks around the world

A Grant Park, Chicago, U.S.A.

There are many parks in Chicago. Grant Park is a very big one. Many tourists and Chicagoans go there every day. There are paths for people on bicycles and there are often music concerts in the park.

B Stanley Park, Vancouver, Canada

Vancouver is a city near the ocean and mountains. And beautiful Stanley Park is in the city center. More than eight million people go there every year. There are First Nations totem poles in the park.

C Park Güell, Barcelona, Spain

In this park, designed by Antoni Gaudí, there are houses in many different colors. There are also things like a colorful dragon. From the park you can see the city of Barcelona and the Mediterranean Sea.

D Ueno Park, Tokyo, Japan

Ueno Park in Tokyo is an old park with hundreds of beautiful cherry trees. In April and May every year, the trees turn pink or white with flowers!

E The Iguana Park, Guayaquil, Ecuador

The real name of this small park is *Parque Simón Bolívar*, but everyone calls it The Iguana Park because it is full of iguanas. The iguanas are very friendly. People in the city go there and feed them.

F Chapultepec Park, Mexico City, Mexico

This is one of the biggest parks in the Americas. It's a very important green space in this big city. It has a lake and many museums. People in Mexico City love going there – and on Sunday, everything is free!

- 1 Look at the photos on page 44. Where can you see these things?

a dragon | a lake | cherry trees | mountains
ocean | feed

- 2  Read and listen to the article. Match the photos with the descriptions. Write 1–6 in the boxes.

- 3 Read the article again. Which parks are these sentences about? Write A–F in the boxes.

- D
 0 It isn't a new park.
 1 There are museums inside the park.
 2 You can ride your bicycle in the park.
 3 It's possible to see the ocean from the park.
 4 People like to feed animals in this park.
 5 There are many colorful things in this park.

WRITING

A brochure for your town

- 1 Read Phil's brochure for his town, Woodstock, New York, U.S.A. What four things does the town have for visitors?
- 2 Underline the adjectives that Phil uses to describe the good things in the town.
- 3 Write a brochure for your town/city. Remember to:
 - write a sentence to introduce your town (name, where it is)
 - say what there is in the town
 - give some ideas for things to do there
 - write a closing sentence
- 4 Now write your brochure (35–50 words).

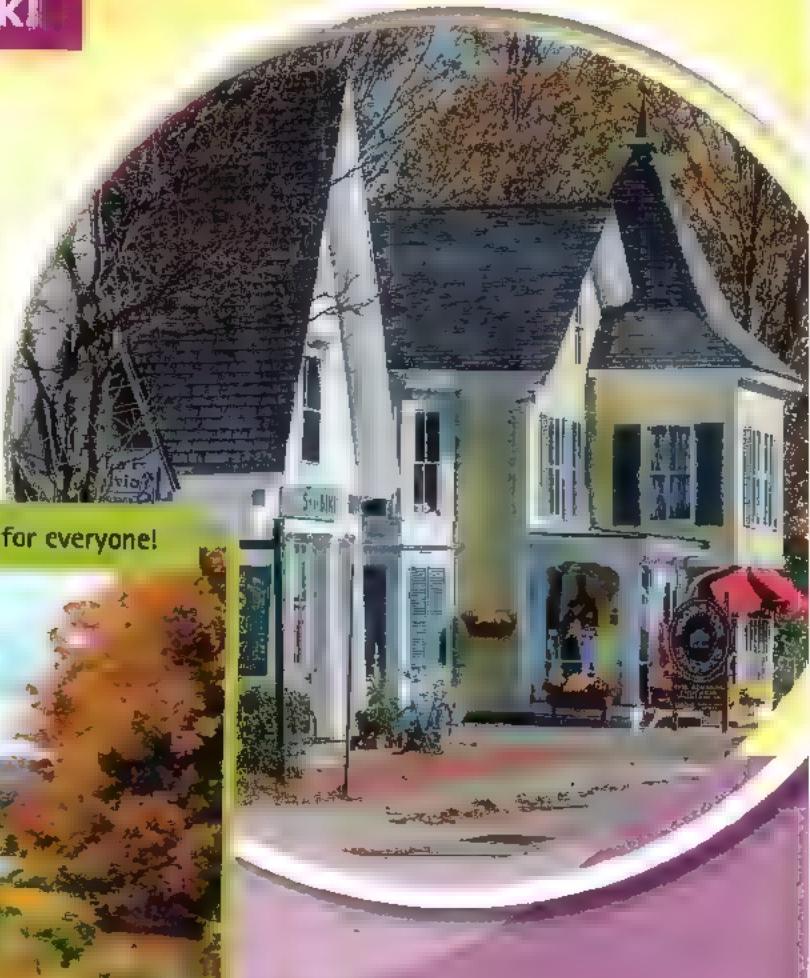
Come to Woodstock!

It's a small, pretty town not far from New York City (two hours away by bus)

- Have something to eat – there are some great restaurants!
- See fantastic views of the countryside.
- Look at art made by local artists in the museum downtown

Woodstock is famous for music. You can listen to wonderful musicians in cafes, concert halls, and on the streets!

Woodstock – there's something here for everyone!



READING AND WRITING

Part 6: Word completion

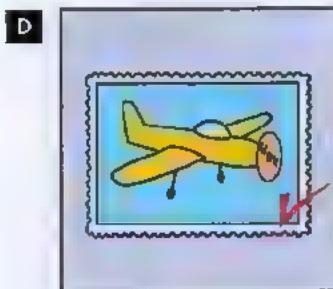
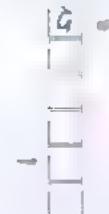
1 Read the descriptions of some places in a town. What is the word for each one?
The first letter is already there. There is one space for each other letter in the word.

- 0 You catch a train here. s t_a_i_n
- 1 There are lots of interesting things to see in here. m _____
- 2 You put your money here. b _____
- 3 Children play here. p _____
- 4 You buy your food here. s _____
- 5 You sit and eat here. r _____

Part 1: Matching

2 Which notice (A–H) says this (1–5)? Write the letter A–H in the boxes.

- 0 Don't come in here.
- 1 You can send letters here.
- 2 Don't sit here.
- 3 Turn left.
- 4 The store is not open at 7:30 p.m.
- 5 Don't eat here.



TEST YOURSELF

UNITS 3 & 4

VOCABULARY

- 1 Complete the sentences with the words in the list. There are two extra words.

backyard | bathroom | stove | garage | grandfather | husband
kitchen | library | on the corner of | across from | couch | wife

- 1 Come and sit on the _____. Let's watch TV.
- 2 There's a new fridge in the _____. It's really big!
- 3 There's a _____ next to the fridge in the kitchen.
- 4 The movie theater is _____ George Street and Smith Street.
- 5 There's a bathtub and a shower in our _____.
- 6 She's Mr. Graham's _____. Her name's Petra.
- 7 Our house is nice, but there's no _____ for our car.
- 8 I need to go to the _____ downtown to get a book for school.
- 9 The supermarket is _____ the bank.
- 10 We really love our _____. He's 72 years old now.

/10

GRAMMAR

- 2 Complete the sentences with the words in the list.

any | my | some | that | there | those

- 1 Is _____ a library here?
- 2 Hey! Is _____ your phone? Don't leave it on the desk.
- 3 How much are _____ black shoes, please?
- 4 There aren't _____ good movies on TV tonight.
- 5 Are you hungry? Eat _____ fruit.
- 6 Please give me back _____ tablet.

- 3 Find and correct the mistake in each sentence.

- 1 There are a really big supermarket in town.
- 2 Do you like me new phone?
- 3 I don't like this shoes.
- 4 Doesn't open the window – it's cold in here!
- 5 That's bike's Jack.
- 6 Come and play at us house.

/12

FUNCTIONAL LANGUAGE

- 4 Complete the missing words.

- 1 A Hello. Can I h _____ you?
B Yes, please. H _____ m _____ are these shoes?
A \$32.99.
B Great! I'll t _____ them.
- 2 A Excuse me. W _____ is the bank?
B It's on Green Street. It's n _____ to the supermarket.
A On Green Street?
B Yes, walk up here and t _____ left. It's a _____ from a restaurant.

/8

MY SCORE

/30



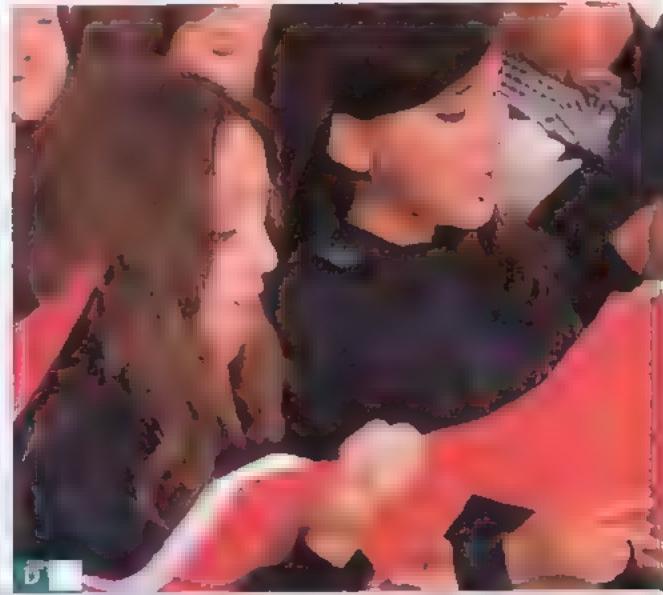
5 FREE TIME

OBJECTIVES

FUNCTIONS: talking about habits and activities; talking about technology habits; encouraging someone

GRAMMAR: simple present; adverbs of frequency; simple present (negative and questions)

VOCABULARY: free-time activities, gadgets

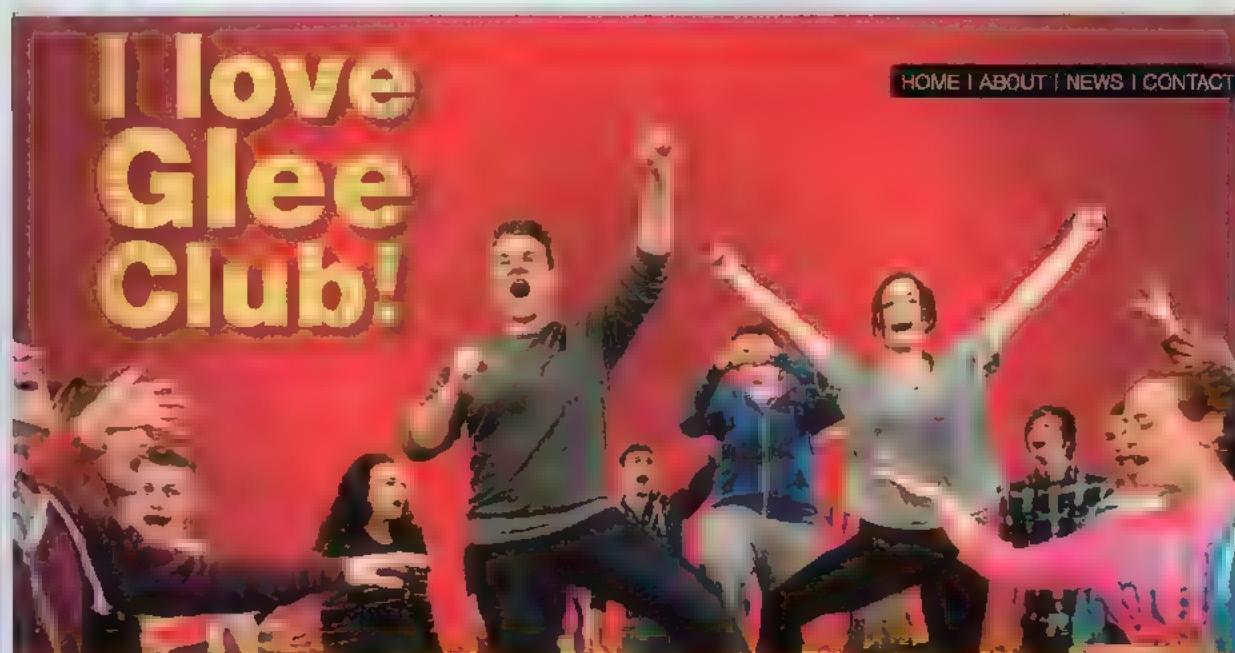


READING

- Match the activities in the list with the photos. Write 1–4 in the boxes.
1 listen to music | 2 play sports
3 sing | 4 watch TV
- Read the newsletter quickly. Which of the activities in Exercise 1 does it talk about?

- 3 Read and listen to the newsletter. Mark the sentences T (true) or F (false).

- Mrs. Hernandez is a math teacher.
- Glee Club always sings new songs.
- Clee Club has two concerts every year.
- Other students always like Glee Club concerts.
- Glee Club is only for grade seven students.
- Glee Club meets two times a week.



Our school has a glee club and it's fantastic! I know this because I'm a member. So what is Glee Club? Simple - it's a club for singing, and I love singing.

Mrs. Hernandez is the club leader. She chooses the songs and helps us to learn them. She plays the piano, too. She's really cool and she's really nice. She never gets angry with us. She isn't even the school music teacher. She teaches math. But she just loves singing.

We often sing popular songs from movies, but we sometimes sing old songs from the 1960s and 70s. Three times a year we perform our songs in front of the rest of the school in a special concert. I feel so happy when I'm on stage. The teachers and the other students always cheer when we finish. It feels wonderful.

I love Glee Club. Music is a great way to bring people together. You make so many friends at Glee Club, and not just with the people from your grade. Glee Club is for all ages.

We meet in the auditorium every Tuesday at lunchtime and every Friday after school. Come and join us – we are always happy to see new people!



THINK VALUES

Better together or better alone?

- 1 It's good to do some things on your own. But some things are better with a friend. Look at the table and check (✓) the answers for you.

On my own With friends

MUSIC

sports

computer games

TV

homework

2 SPEAKING Tell your partner.

I listen to music on my own.

GRAMMAR

Simple present

- 1 Look at the newsletter on page 49. Complete the sentences with the correct form of the verbs in the list. Then complete the rule.

cheer | love | make | meet | play

0 I love Glee Club!

1 You _____ so many friends at Glee Club.

2 She _____ the piano, too.

3 We _____ in the auditorium

4 The teachers and the other students always _____ when we finish.

RULE: We add **s** to the base form of the verb when the subject is **he**,¹ **she**,² or **it**.

Spelling: If the verb ends in consonant + **-y**, we change the **y** to an **i** and add **-es**.

E.g. **study** → **studies**

If the verb ends in **-ch** / **-sh** / **-ss**, or **x**, we add **-es**.

E.g. **watch** → **watches**

- 2 Write the simple present form of the verbs for **he**, **she**, and **it**.

0 carry carries

1 choose

2 finish

3 fly

4 get

5 go

6 help

7 love

8 miss

9 study

10 teach

11 watch

Pronunciation

Simple present verbs: third person

Go to page 120.



Adverbs of frequency

- 3 Look at the newsletter on page 49 and complete the sentences. Then complete the rule.

0 She never gets angry with us.

1 We _____ sing popular songs.

2 We _____ sing old songs.

3 We are _____ happy to see new people!

always



With the verb **be**, the adverb of frequency usually comes ⁴before / after the verb.

With other verbs, the adverb of frequency usually comes ⁵before / after the verb.



VOCABULARY

Free-time activities

- 1 **01.56** Match the activities in the list with the photos. Write 1–6 in the boxes. Listen and check.

1 chat with friends online | 2 dance

3 do homework | 4 go shopping

5 hang out with friends | 6 play computer games



- 2 Put the words in order to make sentences.

0 computer games / in the morning / I / play / never
I never play computer games in the morning.

1 often / with friends / hang out / in the park / We

2 sad / I / when / I'm / never / dance

3 goes / with her mom / She / sometimes / shopping

4 after school / always / he / homework / does / He

- 3 Complete the sentences with an adverb of frequency so that they are true for you.

1 I _____ play computer games in the evening.

2 I _____ go shopping with my friends.

3 I _____ do my homework in the morning.

4 I _____ dance in my living room.

- 4 **SPEAKING** Work in pairs. Compare your sentences. Compare with others in the class.



LISTENING

- 1 **1.57** Listen and write the names under the photos.

Chris | Kayla | Julia | Tim



- 2 **1.57** Listen again and correct the adverbs of frequency in each sentence.

- 1 Tim sometimes uses the tablet for his homework.
 - 2 Kayla and her brother always watch TV together.
 - 3 Julia never plays Minecraft™ online with her friends.
 - 4 Chris never uses his phone to text his friends.
- 3 **SPEAKING** Work in pairs. Tell your partner how you use technology. Use adverbs of frequency.

I sometimes use my computer to shop online.

GRAMMAR

Simple present (negative)

- 1 Match the parts of the sentences. Then complete the rule.

- 0 I use it to text my friends because d
 - 1 We never watch TV together in our house, d
 - 2 It's free; d
 - 3 When Mom calls me for dinner, d
- a it doesn't cost anything.
 - b but we use it to play games.
 - c I don't want to stop playing.
 - d I don't really like to talk on the phone.

RULE: Before / After the verb, we use don't and doesn't to make negative sentences

I / you / we / they + ² _____ + base form

he / she / it + ³ _____ + base form

NOT don't / doesn't + base form + -s, e.g.

He doesn't like music.

- 2 Make the sentences negative.

- 0 I like math.

I don't like math.

- 1 The class finishes at two o'clock.

- 2 My brother helps me with my homework.

- 3 We go swimming on Sundays.

- 4 They watch a lot of TV.

- 5 My aunt lives in Quito.

- 3 Complete the sentences with the verbs.

- 1 I sometimes play (play) tennis with my mom, but I not play it with my dad.

- 2 My brother not do (not do) his homework after school. He do (do) it in the morning before school.

- 3 Susie not hang out (not hang out) with us after school. She go (go) home.

- 4 I always listen (listen) to music in the kitchen, but my dad not like (not like) it.

→ Workbook page 51

THiNK SELF-ESTEEM

What makes you happy?

- 1 Check (✓) what makes you happy.

	Me	My partner
watch TV		
listen to music		
play computer games		
go shopping		
chat with friends online		
hang out with friends		

- 2 **SPEAKING** Work in pairs. Tell each other about two things that make you feel happy and two things that don't. Then tell the class.

I'm happy when
I watch TV.

Paolo isn't happy when
he goes shopping.

Dear TV (control) your life?

1. a less than 1 b more than 3

2. a never b always

3. a never b always

4. a never b always

5. a never b always



READING

- 1 Read the quiz from a teen magazine and choose your answers.
- 2 SPEAKING Work in pairs. Ask and answer the questions with your partner.
- 3 Work out your score and read the comment. Do you agree with it?

a + 1 point b + 2 points

No, it doesn't. TV doesn't control your life. You control your TV!

10 to 12 TV doesn't control your life, but watch out!

Yes, it does! TV controls your life! Turn it off and do something different!

GRAMMAR

Simple present (questions)

- 1 Look back at the quiz. Put the words in order to make questions. Then complete the rule.

1 your / TV / life / control / Does / ?

2 watch / In / you / TV / bed / Do / ?

RULE: To make questions, we use **do** and **does**

1 before / after the subject

2 _____ + I/you/we/they + base form

3 _____ + he/she/it + base form

To answer questions, we use short answers.

Yes, I/you/we/they **do**. No, I/you/we/they **don't**.

Yes, he/she/it **does**. No, he/she/it **doesn't**.

- 2 Choose the correct words.

- Do / Does your dad cook?
- Do / Does your best friend play baseball?
- Do / Does you like pizza?
- Do / Does your parents play computer games?
- Do / Does you usually have a lot of homework?
- Do / Does you hang out with friends after school?

- 3 Write questions in your notebook.

- watch TV with your family / you
Do you watch TV with your family?
- play tennis / best friend
- ask for help with housework / your mom and dad
- like dogs / you
- take you shopping / your mom
- listen to music / every day / your friends

- 4 SPEAKING Work in pairs. Ask and answer the questions in Exercises 2 and 3.

Does your dad cook?

Yes, he does. He sometimes cooks on the weekend.

No, he doesn't. He never cooks.

Workbook page 47

VOCABULARY**Gadgets**

- 1 1.58 Match the objects in the list with the pictures. Write 1–8 in the boxes. Listen and check.

1 e-reader | 2 game console | 3 GPS
4 headphones | 5 laptop | 6 MP3 player
7 smartphone | 8 tablet

B C D E 7F G

- 2 SPEAKING Look at the table and make sentences.
- | | |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I use / don't use my

laptop
game console
MP3 player
smartphone
GPS
laptop
e-reader
headphones | to

play computer games
shop
listen to music.
do homework.
read books/magazines.
talk to my friends
watch TV
find out which way to go. |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 3 SPEAKING Work in pairs. Tell your partner which of these gadgets you use every day.

I use a tablet every day.

I don't use a laptop every day.

Ask and answer

H **WRITING****Days in your life**

- 1 1.59 Complete the days of the week with the missing vowels. Listen and check.

Monday
Tuesdy
Wendesdy
Thursdy
Frundey
Suturdy
Sunundey

- 2 What do you do or not do on different days? Choose three days and make notes.

<input checked="" type="radio"/>	Sunday	baseball
<input type="radio"/>		- no school
<input type="radio"/>		

- 3 Write about three days of the week.

I like Sundays because I always play baseball and I don't go to school. It's a great day.

The school play

1 Look at the photos and answer the questions.

- 1 Who can you see in the first photograph?
- 2 How do Tom and Ellie feel in photo 2?

2 1.60 Now read and listen to the photostory. What does Ruby agree to do?



RUBY Where are Tom and Ellie?

DAN They're at Drama Club practice. They're in the school play, remember?

RUBY Oh, that's right. They're amazing.

DAN What do you mean?

RUBY To be in a play in front of the whole school.



DAN Look. Here they are. They don't look very happy.

RUBY Hi, guys. What's wrong?

TOM It's Anna Williams. She's in the play, but she's sick.

ELLIE We really need her. The play is on Friday.



ELLIE I have an idea. Ruby, do you want to be in the play? You can have Anna's part.

RUBY Me! No way!

TOM Oh, come on, Ruby. Please. We really need you.

DAN Do it, Ruby. Help your friends.

3



RUBY Oh, OK.

ELLIE I love you, Ruby! Thank you so much.

TOM Yes, you're the best.

RUBY Am I crazy?

4

DEVELOPING SPEAKING

- 3 **EP3** Watch to find out how the story continues.

Does Ruby do the play?

- 4 **EP3** Watch again. Correct the false information in the sentences.

0 Ruby is excited about the play.

Ruby is nervous about the play.

1 The performance is four days away.

2 In the play, Ruby wants to speak to the queen.

3 Dan says he has some bad news for Ruby.

4 Ruby is sick.

5 Anna doesn't want to be in the play.

PHRASES FOR FLUENCY

- 1 Find the expressions 1–4 in the story. Who says them?

1 What's wrong?

2 I have an idea.

3 No way!

4 Come on.

- 2 How do you say the expressions in Exercise 1 in your language?

- 3 Put the sentences in the correct order to make a dialogue.

- a MOLLY Oh, come on, Ben. Please!
- b MOLLY It's my homework. Can you help me with it?
- c MOLLY Very funny, Ben.
- d MOLLY Hi, Ben. Listen, I have a problem.
- e BEN No way! I always help you with homework.
- f BEN Oh? What's wrong?
- g BEN No! But listen – I have an idea. Ask Mom!

- 4 Complete the dialogues with the expressions from Exercise 1.

0 A I'm bored.

B Me, too. I have an idea. Let's play ball in the park.

1 A Can I talk to you? I have a problem.

B Really?

2 A I don't want to come to the party.

B Oh, _____, Jen. Parties are great!

3 A Come to the football game with me.

B _____ I don't like football.

FUNCTIONS

Encouraging someone

- 1 Put the words in order to make sentences.



2 can / do / it / you

3 worry / don't

4 here / I'm / help / you / to

- 2 Choose a picture and write a dialogue.



- 3 **SPEAKING** Work in pairs. Act out the dialogue.

6 FRIENDS

OBJECTIVES

FUNCTIONS: helping a friend; describing people

GRAMMAR: have (affirmative, negative, and questions); count and noncount nouns

VOCABULARY: parts of the body; describing people

READING

- 1 Match the things in the list with the photos. Write 1–6 in the boxes.

- 1 a woman with a child | 2 a shaved head
3 short black hair | 4 green eyes
5 a doctor and a nurse | 6 long curly hair

- 2 **SPEAKING** Work in pairs. Complete the sentences. Tell your partner.

My eyes are _____.

My hair is _____.

My best friend's eyes are _____.

My mom's hair is _____.

My eyes are brown.

- 3 Read and listen to the article. What's wrong with Delaney?



- 4 Read the article again. Match the parts of the sentences.

- 0 Delaney is 11, and the girls and boys
1 The doctors say that she
2 She's in the hospital for months, and this
3 Delaney doesn't have any hair,
4 Kamryn shaves her head and
5 The teachers at the school don't want Kamryn

- a has a terrible disease – cancer.
b that makes Delaney really happy.
c and her friend Kamryn wants to help her.
d at school with a shaved head.
e in her class like her a lot.
f Is difficult for her, but she's strong.

A real friend



Delaney Clements is 11. She has a big smile and beautiful hair. She's a very active girl, and she loves sports. Delaney is very popular with her classmates. Her best friend is a girl named Kamryn. She's in Delaney's class.

One day Delaney is very tired and feels bad. Her mom and dad take her to the hospital. The doctors check the girl. They say that Delaney is very sick. She has cancer. Her parents are very worried.

Delaney is in the hospital for months. It's a very difficult time for her, but she often smiles. The doctors and nurses like her a lot. She's a very strong girl.

Delaney looks very different now. She doesn't have any hair. Delaney feels very different from her classmates. But she has a real friend, Kamryn. Kamryn talks to her parents. She wants to help Delaney. She wants to look like Delaney. Kamryn shaves her head. When Delaney sees her friend without hair, she's very happy. Now both girls don't have any hair. Now Delaney isn't alone. She has a wonderful friend.

But there is a terrible surprise for Kamryn the next day at school. Her teachers say it isn't OK to have a shaved head. They don't want Kamryn to go to school with a shaved head.

A lot of people don't understand the teachers, and they tell the school what they think. The newspapers have lots of stories about the two girls.

In the end, the teachers say it's OK. Kamryn goes back to school.



THINK VALUES

Helping a friend

SPEAKING How can you help a friend in these situations? Work in pairs. Use the suggestions in the list and your own ideas.

I help him/her study. | I talk to him/her.

I make him/her a sandwich. | I lend him/her my tablet.

I give him/her a hug.

- 1 My friend is sad.
- 2 My friend gets a bad grade on his/her math test.
- 3 My friend is hungry and doesn't have anything to eat.
- 4 My friend's computer is broken.
- 5 My friend has a problem at school.

GRAMMAR

have (affirmative and negative)

1 Look at the article on page 57. Choose the correct form of *have* in the sentences. Then complete the rule and the table.

- 1 She have / has a big smile.
- 2 Now both girls don't have / doesn't have any hair.
- 3 The newspapers has / have lots of stories about the two girls.

RULE: We use *have* and *don't have* or *has* and *have* to talk about possession.

Affirmative	Negative
I/You/We/They 1 <u> </u> a prob em.	I/You/We/They 2 <u> </u> have a problem (do not have)
He/She/It <u> </u> a probiem.	He/She/It <u>doesn't have</u> a problem (does not have)

2 Complete the sentences with the correct form of *have*.

- 0 This computer is \$700. I don't have the money to buy it.
- 1 My best friend Tony any sisters, but he two brothers.
- 2 I a tablet, but I really want one.
- 3 I a new smartphone. Here's my new number.
- 4 Jorge and Maria a car, but they have bikes.
- 5 Lara a big family. She three sisters and four brothers.

Workbook page 56

VOCABULARY

Parts of the body

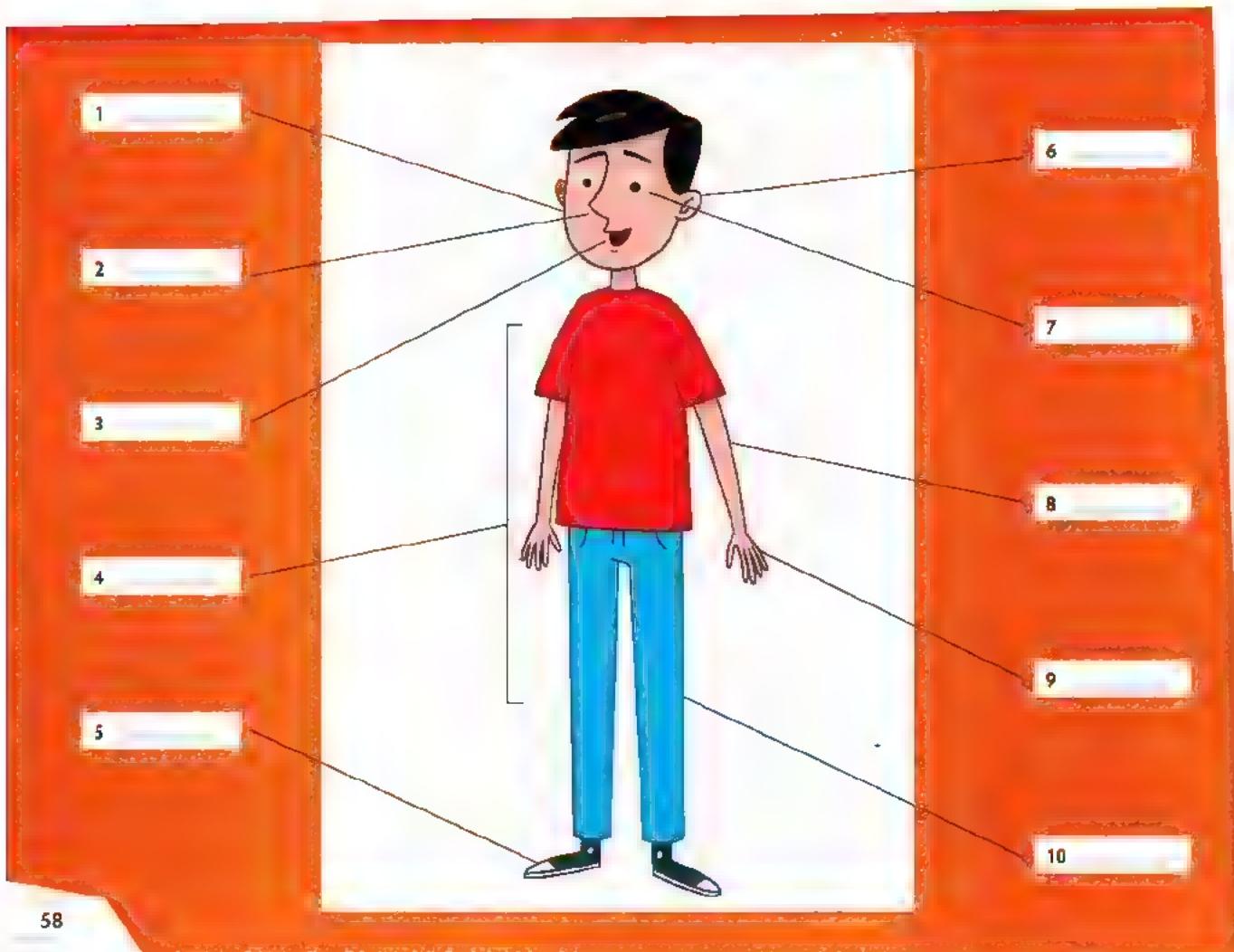
1 1.62 Label the picture with the words in the list. Listen and check.

arm | body | ear | eye | face | foot | hand | leg
mouth | nose

2 SPEAKING Work in pairs. Look at the picture and labels for 30 seconds. Then cover the labels. Test your partner.

What's number 8? It's an arm.

Workbook page 56



LISTENING

1 Which of these sentences do you agree with?

- 1 It's good to give little gifts to your friends sometimes.
- 2 A friendship band is a great gift.
- 3 I really like friendship bands.

2 Read the text. Then answer the question.

Why do people like friendship bands?

3 **D 1.63** Listen to an interview with 12-year-old Ella Winston. What are her hobbies?4 **D 1.63** Listen again and complete the sentences.

- 0 Ella has five or six *friendship bands*.
- 1 She has two or three _____.
- 2 In total, she has about _____ friends.
- 3 She spends about _____ a day making friendship bands.
- 4 The rubber bands are not _____.
- 5 Sometimes, she uses seven or eight different _____.



David Beckham has one. The Duchess of Cambridge has one. Harry Styles from One Direction has one. And millions of other young and old people have them, too. Friendship bands are popular all over the world. They are fun and look cool. And, they help us to think of our friends.

GRAMMAR

have (questions)

1 Match the questions and answers. Complete the table.

- | | |
|-------------------------------------------|--------------------------|
| 1 Do you have a hobby? | <input type="checkbox"/> |
| 2 Does your sister have a smartphone? | <input type="checkbox"/> |
| 3 Do your teachers have friendship bands? | <input type="checkbox"/> |
| a Yes, she does. | |
| b No, they don't. | |
| c Yes, I do. | |

Questions	Short answers
Do I/you/we/they have a hobby?	Yes, I/you/we/they do . No, I/you/we/they don't . (do not)
1 _____ he/she/it have a problem?	Yes she/he/it ² No, she/he/it ³ _____ (does not)

2 Answer the questions.

- 1 Do you have a TV in your bedroom?
- 2 Do you have a TV in your kitchen?
- 3 Do you have a big backyard?
- 4 Do you have a big family?
- 5 Does your best friend have a big family?
- 6 Do you have a lot of songs on your phone?

3 **SPEAKING** Walk around the classroom. Ask and answer the questions in Exercise 2. Find someone with the same answers as you.

Count and noncount nouns

4 Complete the table with the words in the list and *a/an* or *some*. Then complete the rule.

apples | arm | bikes | chairs | color | friend
fun | hobby | money | pens | time | work

Count (singular)	Count (plural)	Noncount
<i>an arm</i> <i>a friend</i>	<i>some bikes</i>	<i>some time</i>

RULE: You can count **count nouns** (*two friends*, *four bikes*).

With singular **count nouns**, we use *a* or *an*.

You can't count **noncount nouns** (*time*, *water*).

With **noncount nouns** and plural **count nouns**, we use ².

Workbook page →

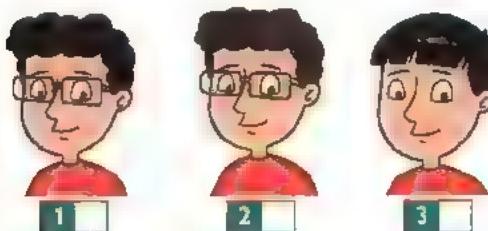
READING

- 1 1.64 Read and listen to the dialogue. What's the surprise for Olivia?



OLIVIA Hey, Chloe, how are you?
 CHLOE Hi, Olivia. I'm fine, how are you?
 OLIVIA I'm happy. You know my brother, Patrick, right? Well, he has a new friend. He's really cool.
 CHLOE Really? Who is he? What does he look like?
 OLIVIA Well, he has black hair. It's short, and it's curly.
 CHLOE Is he tall or short?
 OLIVIA Pretty tall, and good-looking. He has brown eyes, and he wears glasses.
 CHLOE Brown eyes and glasses?
 OLIVIA Umm ... yes, and he has a very nice smile. He's so friendly.
 CHLOE I know.
 OLIVIA You know?
 CHLOE He likes soccer and tennis, and his name's Josh, right?
 OLIVIA That's right, but ... but ...
 CHLOE And he has a sister?
 OLIVIA How do you know?
 CHLOE Josh is my brother.
 OLIVIA No way!

- 2 Which picture shows Josh?



VOCABULARY

Describing people (1)

- 1 Look at the words in the list. Write them under the correct headings. Some words can go under more than one heading.

blue gray | long | curly | short | black | blond
 red brown wavy | straight | green

eye color

blue

hair color

gray

hair style

long

- 2 **SPEAKING** Work in pairs. Use the words in Exercise 1 to describe the people in the photos.



James Rodriguez has ...

Pink has ...

Pronunciation

The /eɪ/ vowel sound

Go to page 120.

Describing people (2)

- 3 1.67 Match the words in the list with the pictures. Write 1–7 in the boxes. Listen and check.

1 beard | 2 earrings | 3 glasses
4 mustache | 5 short | 6 smile | 7 tall



- 4 1.68 Put the words in the correct order to make sentences. Listen and check. Then match each sentence with a picture in Exercise 3.

0 has / smile / a / she / nice / very

She has a very nice smile.

F

1 she / glasses / wears

2 mustache / has / a / he

3 has / earrings / she / her / ears / in

4 she / isn't / short; / very tall / she's

- 5 1.69 Complete the dialogue with the missing words. Listen and check.

A I have a new friend. His name's Eric.

B What does he look like?

A He has short brown ⁰hair _____, blue ¹_____ , and he wears ²g_____.

B Is he tall or ³s_____?

A He isn't very tall.

B Is he nice?

A He's very nice and friendly. He has a nice ⁴s_____.

- 6 **SPEAKING** Work in pairs. Act out the dialogue.

FUNCTIONS

Describing people

- 1 Complete the dialogue with answers a–d.

A I'm thinking of a famous basketball player.

B What does he look like?

A ⁰ d_____

B What's he like?

A ¹ _____

B Is he American?

A ² _____

B Is it LeBron James?

A ³ _____

a Yes, he is.

b Yes, it is.

c He's really nice.

d He's tall and strong. He has short brown hair and sometimes a short beard, too. He has a great smile.

- 2 **SPEAKING** Work in pairs. Think of a famous person. Ask and answer questions to guess who he/she is.

I'm thinking of a famous female singer

What color hair does she have?

TRAIN TO THINK

Attention to detail

- 1 **SPEAKING** Work in pairs. Student A: Go to page 127. Student B: Go to page 128. Describe the people in your picture. Find the six differences.

- 2 **SPEAKING** Tell others in the class what differences you find.

In picture A, the waiter has gray hair. In picture B, ...

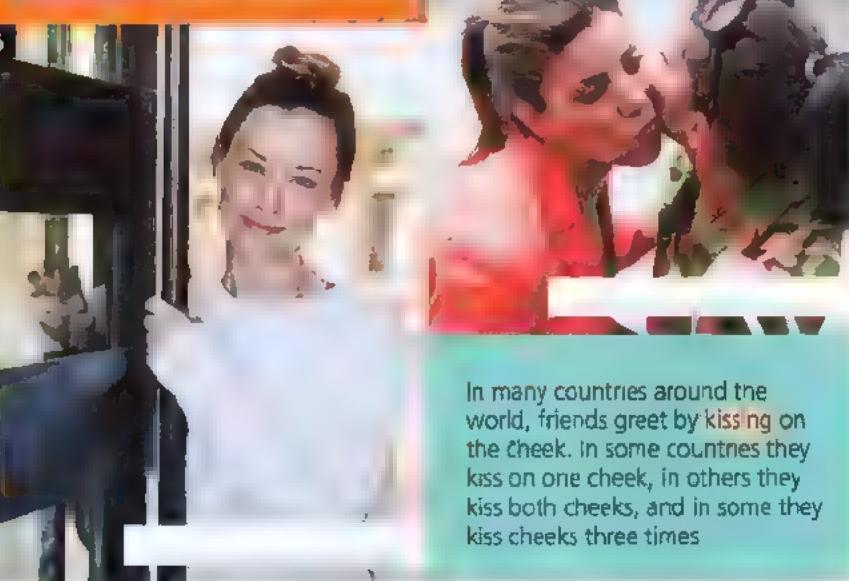
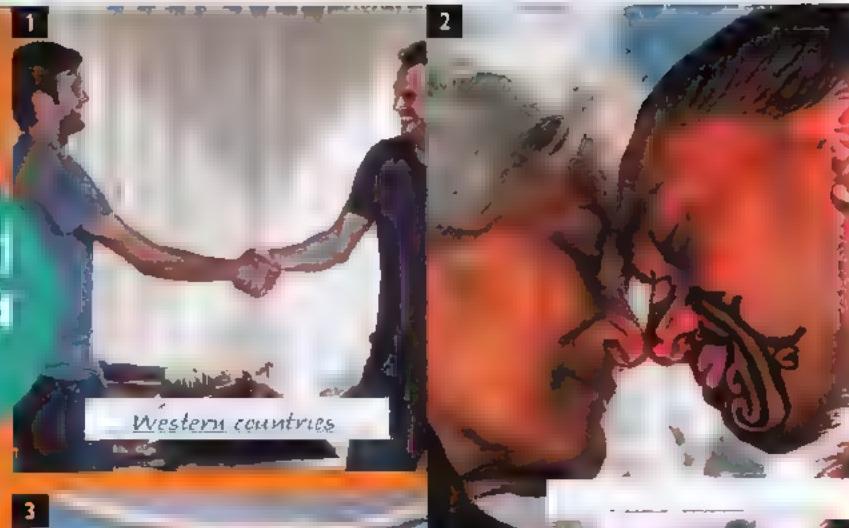
Culture

Welcome people around the world

What do you do when you see someone you know? Do you smile? Do you say hello? Do you touch the other person?

Here are some ideas for travelers. They tell you how people in different countries and cultures welcome each other. Do you do different things in your country?

In many countries in Asia, people bow when they greet each other. This shows respect. In Thailand, people put their hands together and bow. This is called the *wai*.



- 1 Look at the photos and find the actions or objects in the list.

bow | kiss | a piece of silk
put your hands together | rub noses
shake hands | smile | touch

2 What do the photos show?

- A people saying hello
- B people helping people
- C people saying "Thank you."

- 3 1.70 Read and listen to the article. Write the names of the places under the photos.

4 Mark the sentences T (true) or F (false).

- 0 The bow is a greeting tradition in Asia.
- 1 In Thailand, people rub their noses to say hello.
- 2 When you get a *hada*, don't hold it in one hand.
- 3 Maori people use the *hongi* to say hello.
- 4 In Western countries, people never shake hands.
- 5 Only Maori people greet others with a kiss.
- 6 In some countries, people kiss three times.

T
F
F
F
F
F

5 SPEAKING Discuss with a partner.

- 1 Which is your favorite way of welcoming people described in the text?
- 2 How do you welcome other people in your country?

WRITING

Describing a friend

- 1 Read the text. Check (✓) the correct picture of James.



My best friend is named James Webb. He's tall. He has short curly black hair, and he wears glasses. He's in my school, and he always helps me in my classes. After school we always play soccer in the park, and on weekends we often go swimming together. He's a really friendly boy, and he has a very nice smile. He's very popular and everyone likes him. But I'm his best friend!

2 Read the text again. Complete the notes about James.

<input checked="" type="radio"/>	Appearance: hair - _____
<input checked="" type="radio"/>	and _____
<input checked="" type="radio"/>	wears _____
<input checked="" type="radio"/>	tall
<input checked="" type="radio"/>	has a nice smile
<input checked="" type="radio"/>	Personality: friendly - (nice smile)
<input checked="" type="radio"/>	- has lots of friends)

3 Think about your best friend. Make notes.

<input checked="" type="radio"/>	Appearance:
<input checked="" type="radio"/>	
<input checked="" type="radio"/>	Personality:
<input checked="" type="radio"/>	

4 Answer the questions about your best friend.

- 1 What's his/her name?
- 2 How do you know him/her?
- 3 Why do you like him/her?
- 4 What do you do together?

- 5 Use your notes from Exercises 3 and 4 to write a short description (35–50 words) about your best friend.

READING AND WRITING

Part 4: Multiple-choice reading comprehension

1 Read the article about a school club.

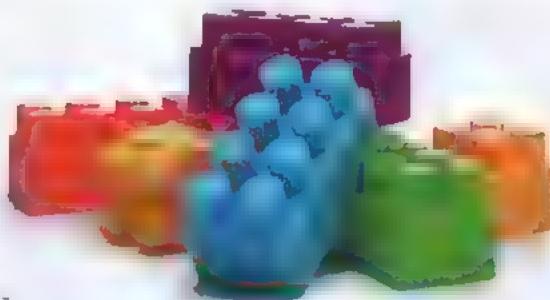
For each sentence, choose the correct answer A, B, or C.

Our school has a LEGO club and it's a lot of fun. It's on Tuesday and Thursday at lunchtime, from 12 p.m. to 1 p.m. I'm a member of the club and so is my best friend, Ally.

Mr. Thomas is the club manager, and the club meets in his classroom, 3T. He has five big boxes of LEGO bricks.

Every week he spends the first 15 minutes showing us different ways to build things. We then practice this for the rest of the time. He sometimes holds contests. The prize is always a small box of LEGOs.

This month there is a contest for all schools in the state to build a LEGO classroom. The prize is a school trip to LEGOLAND. I hope our club wins!



- 0 The LEGO club is at _____.
A the library B the museum C school
- 1 The club meets ____ times a week.
A two B three C four
- 2 The meetings are for _____.
A 15 minutes B 30 minutes C 60 minutes
- 3 Mr. Thomas teaches in _____.
A school B classroom C box
- 4 Mr. Thomas shows the students how to make things with LEGOs for _____.
A 15 minutes B 30 minutes C one hour
- 5 The prize for the LEGO classroom contest is a _____.
A LEGO model B LEGO book C trip to LEGOLAND

Part 9: Guided writing

2 Read the email from your pen pal Kelly.

From: Kelly

To:

Please tell me about the things you do in your free time. What do you do after school? What do you do on the weekends?

From:

To:

Write an email to Kelly and answer the questions.
Write 25–35 words.

TEST YOURSELF

UNITS 5 & 6

VOCABULARY

- 1 Complete the sentences with the words in the list. There are two extra words.

arm | beard | curly | dance | do | earrings | eyes | glasses | go | headphones | out | short

- 1 No, I can't go out. I need to _____ my homework.
- 2 I always use _____ when I listen to music at home.
- 3 She has a friendship band on her left _____.
- 4 It's OK music, but you can't _____ to it.
- 5 My eyes aren't very good. That's why I wear _____.
- 6 Let's _____ shopping tomorrow afternoon.
- 7 He has a big black _____ and mustache.
- 8 I like her hair. It's long and _____.
- 9 Many new babies have blue _____, but the color changes later.
- 10 I want to go and hang _____ with my friends this evening.

/10

GRAMMAR

- 2 Put the words in order to make sentences or questions.

- 1 like / shopping / She / doesn't
- 2 never / They / to / listen / rock music
- 3 any / have / on your phone / You / songs / don't
- 4 She / money / has / some
- 5 always / I / late / to school / get
- 6 In English / Do / you / have / books
- 7 usually / are / tired / on Sunday evenings / We

- 3 Find and correct the mistake in each sentence.

- 1 I go often to the movie theater.
- 2 They listen not to rap music.
- 3 He play computer games all the time.
- 4 There is two TVs in my bedroom.
- 5 She don't do her homework.
- 6 I have a work to do tonight.
- 7 We doesn't have any favorite movies.

/14

FUNCTIONAL LANGUAGE

- 4 Write the missing words.

- 1 A There's a new girl in our class.
B Oh? What's she _____?
 - A She's nice. But she _____ talk a lot.
 - B Oh And what does she _____ like?
 - A She's tall and she has long black hair.
-
- 2 A Are you OK?
B No. I can't do this homework.
A Don't _____. I can help you.
 - B Oh thanks. You _____ great!
 - A No problem. I'm here to _____ you.

/16

MY SCORE /30



WE LOVE SPORTS!

OBJECTIVES

FUNCTIONS: talking about abilities;
telling time; talking about routines

telling time, learning about tools and dates, making suggestions

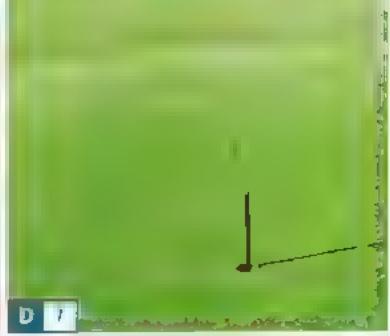
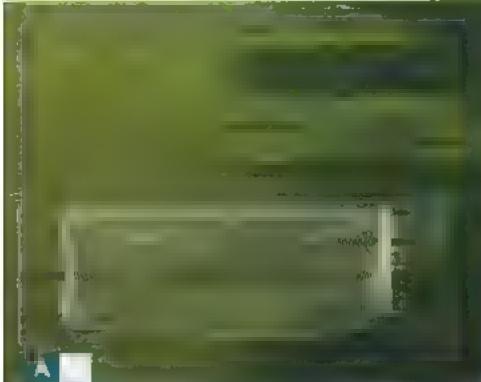
GRAMMAR: can / can't for ability

GRAMMAR: UNIT 2/11 expressions of time

VOCABULARY: sports; telling time;

months and seasons: ordinal

numbers



READING

- 1** Match the sports in the list with the photos. Write 1–4 in the boxes.

1 golf | 2 gymnastics
3 skateboarding 4 soccer

2 Look at Exercise 1. In which sports do you do these actions?

kick	hit
push	spin
jump	do somersaults

- ### 3 Read and listen to the article. Write the names under the photos in Exercise 1.

Tillman | Xavier

Nikolai | The Firecrackers

- 4** Read the article again. Check (✓) the correct box for each sentence.

They're good!



Nikoai Kutsenko can do amazing things with a soccer ball. He can kick a ball well, but he can also keep the ball in the air with his feet, legs, and head. Lots of soccer players can do this. But can they do it for 24 hours and 30 minutes without stopping? Nikoai can, and it's a world record!

Tillman



Skateboarding is a popular hobby with teenagers everywhere. But in the U.S., people always stop and watch a skateboarder named Tillman. Tillman is an English bulldog, but he can skateboard like a person. He jumps on the skateboard and pushes off with his feet and he's off!

THINK VALUES

The importance of sports

- 1 Why do people play sports? Read the reasons below and add two more of your own. Put these reasons in order of importance. Write 1–8 in the boxes.

- It's fun.
- You can make friends.
- It's good to win.
- It's easy.
- It's healthy.
- It's exciting.



Xavier Good is three years old. There are a lot of things this little boy can't do. He can't read or write, for example. But Xavier can do something special. He can hit a golf ball. He can hit it a long way and he can hit it into the hole. Is he the next Rory McIlroy?

The Firecrackers



The Firecrackers are a group of young girls who do gymnastics. They can jump and spin and do somersaults like other gymnasts, but the Firecrackers use a jump rope at the same time. Some people call their routine a dance, not a sport, because they use music. But some gymnastics routines use music, too. Everyone agrees that the girls are athletes – and that their routines are fun and amazing to watch.

- 2 SPEAKING Compare your ideas with others in the class.

People play sports because they're fun

GRAMMAR

can / can't for ability

- 1 Look at the article on page 67 and complete the sentences. Then complete the rule and the table.

- 1 They _____ jump.
- 2 _____ they do it for 24 hours?
- 3 He _____ read or write.

RULE: We use ¹ _____ to talk about ability.

The negative form is **cannot**. The contracted form is **can't**.

We don't use **do** or **does** with **can** in questions or negative forms.

Affirmative

I/You/We/He/She/It/They
can jump.

Questions

2 _____ I/you/we/he/she/
it/they jump?

Negative

I/You/We/He/She/It/They
can't jump.

Short answers

Yes, I/you/we/he/she/it/they
can
No, I/you/we/he/she/it/they
can't.

- 2 In your notebook, write sentences about John with **can** or **can't**.

- | | |
|---------------------|------------------|
| 0 swim ✓ | 4 cook ✓ |
| John can swim. | |
| 1 sing X | 5 speak French X |
| 2 play the guitar X | 6 dance X |
| 3 play tennis ✓ | 7 ride a bike ✓ |

Pronunciation

The /ɔ/ vowel sound

Go to page 121.

- 3 Look at the activities in the list. Check (✓) the things you can do.

<input type="checkbox"/> swim	<input type="checkbox"/> read and write
<input type="checkbox"/> hit a golf ball	<input type="checkbox"/> play the guitar
<input type="checkbox"/> do a somersault	<input type="checkbox"/> bake a cake
<input type="checkbox"/> skateboard	<input type="checkbox"/> jump high
<input type="checkbox"/> throw a ball 20 meters	
<input type="checkbox"/> spell my name in English	
<input type="checkbox"/> count to 20 in English	
<input type="checkbox"/> say the alphabet in less than 30 seconds	

- 4 **SPEAKING** Work in pairs. Ask and answer questions.

Can you count to 20 in English?

Yes, I can. 1, 2, 3, 4, ...

VOCABULARY

Sports

- 1 **WORKBOOK** Match the words in the list with the photos. Write 1–8 in the boxes. Listen and check.

- 1 do-tae-kwon-do | 2 ice-skate | 3 play baseball
4 play basketball | 5 play volleyball
6 ride a bike | 7 snowboard | 8 surf

- 2 **SPEAKING** Work in pairs. Which of these sports can/can't you do? Tell your partner.

I can ice-skate, but I can't play volleyball.

Workbook page 116



VOCABULARY**Telling time**

- 1 Match the times in the list with the clocks. Listen and check.

- 1 It's three o'clock. 2 It's half past eight.
3 It's a quarter after ten. 4 It's a quarter to one.



A



B



C



D

- 2 **SPEAKING** Write the times under the clocks. Then ask and answer in pairs.

What time is it?

It's a quarter after four.



- 3 *It's a quarter after four.* 1



2

3

Worksheet page 67

LISTENING

- 1 Listen to a phone call between Sam and Lucy. When do they decide to go surfing?

- 2 Listen again and check (✓) the sports you hear.

- a tennis
- b surfing
- c baseball
- d volleyball
- e golf
- f basketball

- 3 Listen again. Match the clocks and the sentences. Write 1–8 in the boxes.

- 1 The volleyball game starts at ...
- 2 The volleyball game ends at ...
- 3 The golf lesson starts at ...
- 4 The golf lesson ends at ...
- 5 It gets dark about ...
- 6 The basketball game ends at ...
- 7 The basketball game starts at ...
- 8 The time now is ...

- 4 Think of four things you do every day. Draw the time that you do them on clocks in your notebook.

- 5 **SPEAKING** Work in pairs. Look at your partner's clock. Guess what he/she does at each time. Use the things below or your own ideas.

get up

eat breakfast

start school play soccer *do your homework*
eat dinner go to bed

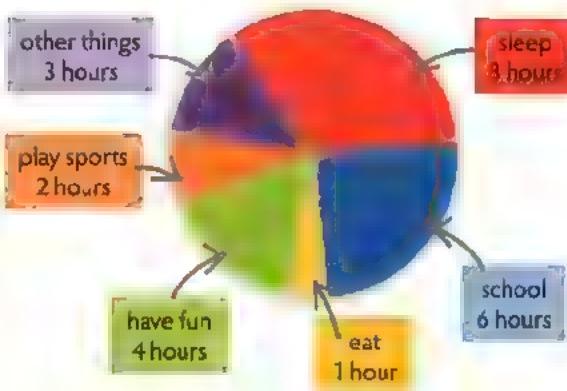
Do you get up at half past six?

Do you eat breakfast at ...?

Do you ...?

THINK SELF-ESTEEM**My time: pie chart**

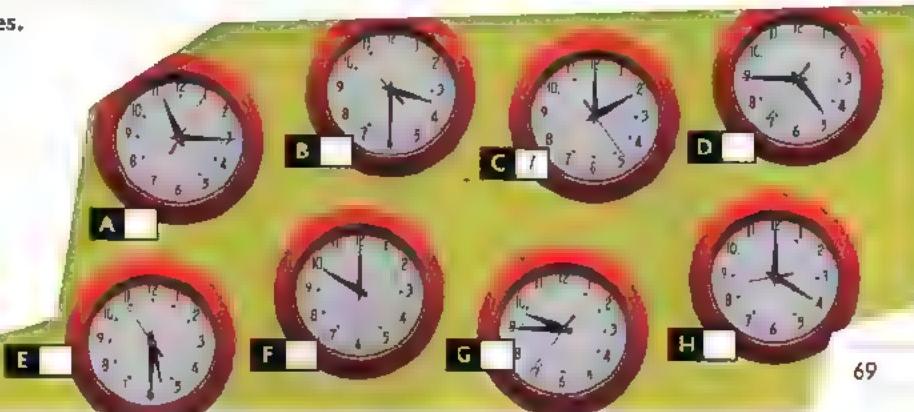
- 1 Look at the example of a pie chart about time then draw one for you.



- 2 **SPEAKING** Work in pairs. Talk about your pie chart.

- 1 Are you surprised by your chart?
- 2 Are you happy with how you use your time?
- 3 Would you like to change? How?

- 3 **SPEAKING** Draw your ideal pie chart. Compare with your partner.



READING

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What important soccer games can you think of?
 - 2 Who are the champions in your country & the world?
 - 3 Look at the photos. What do you think is special about this soccer game?
- 2 **2.08** Read and listen to the article. Which two teams play "the other final" and who wins?

3 Read the article again. Put the events in the correct order.

- a Matthijs organizes a soccer game.
- b Germany and Brazil play in the World Cup final.
- c The Dutch team aren't in the World Cup finals.
- d Montserrat and Bhutan play a game of soccer.
- e Matthijs de Jongh has a plan.
- f The Montserrat national team flies to Bhutan.

4 **SPEAKING** Work in pairs. Choose two teams for your perfect "other final."

- 1 Where do they play?
- 2 Who wins?
- 3 Who scores the goals?

The other final

It's June 30, 2002. In the International Stadium in Yokohama, Japan, two great teams, Brazil and Germany, are ready to play in the World Cup soccer final.



But 4,500 kilometers away in the Changlimithang Stadium in Thimphu, Bhutan, there is another soccer game: Bhutan against Montserrat. Bhutan is number 202 in the world, Montserrat is 203. They are the bottom two teams in the world.

This game is Matthijs de Jongh's idea. He's a Dutch businessman. He can't watch his national team, the Netherlands, because they are not at this World Cup. He's sad, but then he thinks about people from other countries. What about teams that never play in the World Cup? He organizes "the other final" and asks the national teams of Bhutan and Montserrat to play. The Montserrat team flies from the Caribbean to the Himalayan mountains of Bhutan. Thousands of people watch the game. Bhutan wins 4–0, but everyone decides that soccer is the real winner.

After their game, both teams sit down with the rest of the world and enjoy the real World Cup final.



VOCABULARY**Months and seasons**

- 1 2.09 Put the months in the correct order. Write 1–12 in the boxes. Listen and check.

June	September	February
May	October	July
March	January	August
November	April	December

- 2 What months are in these seasons in New York City?



winter



spring



summer



autumn / fall

Workbook page 67 ➤

GRAMMAR**Prepositions of time**

- 1 Read the example sentences and complete the rule with *in*, *at*, and *on*.

The soccer game starts at 3:00 p.m.

My birthday is in March. It's in the spring.

The party is on Friday.

RULE: With times we use ¹ _____.For months and seasons we use ² _____.For days of the week we use ³ _____.

- 2 2.10 Do you know when these sporting events are? Guess, then listen and check.

The World Cup final is
usually in June or July.

The World Cup final

The Australian Open Tennis

The World Series of baseball

The Summer Olympics

The Winter Olympics

FIFA Confederations Cup

Workbook page 68 ➤

VOCABULARY**Ordinal numbers**

- 1 Look at the article on page 70. Complete the sentence with the missing date.

It's June _____, 2002. In the International Stadium in Yokohama, ...

LOOK! When we say the date, we usually say *March 7th* or *the 7th of March*, but we write *March 7*.

- 2 2.11 Match the numbers with the words. Listen, check, and repeat.

1st	<input type="checkbox"/> h	9th	<input type="checkbox"/>	a sixth	i thirtieth
2nd	<input type="checkbox"/>	10th	<input type="checkbox"/>	b eleventh	j eighth
3rd	<input type="checkbox"/>	11th	<input type="checkbox"/>	c thirteenth	k thirty-first
4th	<input type="checkbox"/>	12th	<input type="checkbox"/>	d third	l twelfth
5th	<input type="checkbox"/>	13th	<input type="checkbox"/>	e tenth	m second
6th	<input type="checkbox"/>	20th	<input type="checkbox"/>	f fifth	n twentieth
7th	<input type="checkbox"/>	30th	<input type="checkbox"/>	g ninth	o seventh
8th	<input type="checkbox"/>	31st	<input type="checkbox"/>	h first	p fourth

- 3 **SPEAKING** Write three important dates for you. Tell your partner about them.

: My sister's birthday is on the 8th of May.

: Our school's Sports Day is on June 20th.

Workbook page 69 ➤

WRITING**My favorite sportsperson**

- 1 Think of your favorite sportsperson and answer the questions.

- 1 Who is he/she?
- 2 Where is he/she from?
- 3 What sport does he/she do?
- 4 What sort of things can he/she do?
- 5 Are there any things he/she can't do?
- 6 Why do you like him/her?

- 2 **SPEAKING** Work in pairs. Tell your partner about your favorite sportsperson.

- 3 Write a short text (50–70 words) about your favorite sportsperson. Use your ideas from Exercises 1 and 2.

The big game

1 Look at the photos and answer the questions.

- 1 Where are they in photo 2?
- 2 What happens to the TV?

2 Now read and listen to the photostory. Who does Tom want to win?



TOM The big game is this afternoon at four o'clock. Why don't we all watch it together?

RUBY Great idea!

TOM OK. You call Ellie, and I can call Dan. About 3:30 at my place!

RUBY I have some stuff to do first, but I think 3:30 is OK.

1



MAN ON TV Welcome to today's game. We're here live in Rio!

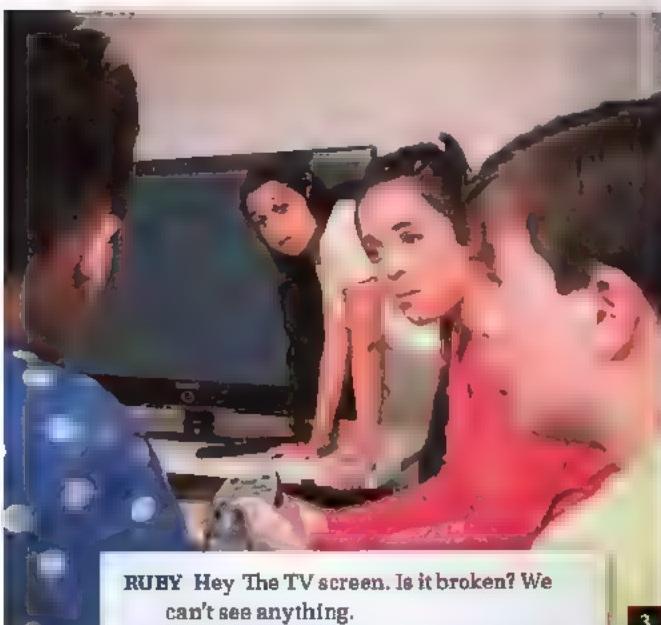
ELLIE It's so exciting.

DAN I know I love soccer

TOM The U.S. can win this. I know it. Go U.S.A.!

RUBY No way, Tom. Go Brazil!!

2



RUBY Hey! The TV screen. Is it broken? We can't see anything.

ELLIE Where's the game? We want to watch the game!

DAN Come on, Tom. Do something. The game starts in a few minutes!

TOM Just a minute. Let me try and fix it.

3



ELLIE Oh, no. Now the screen's black.

DAN Now what do we do?

TOM It's no big deal. I'm sure I can fix it.

RUBY This is terrible!

4

DEVELOPING SPEAKING

- 3 **EP4** Watch to find out how the story continues.

- 1 What sports do Ruby, Ellie, and Dan play?
- 2 Who wins the game on TV?

- 4 **EP4** Watch again. Choose the correct answers.

- 0 Who offers to help Tom?

- A Dan
- B Ruby
- C Ellie

- 1 Where is the table for table tennis?

- A in the living room
- B in Tom's bedroom
- C in the game room

- 2 Who wins at table tennis?

- A Dan
- B Ruby
- C Ellie

- 3 Where is the basketball hoop?

- A in the garage
- B in the yard
- C in the park

- 4 Where does Tom find the others?

- A in the kitchen
- B in the living room
- C in the yard

- 5 Who wins the big game?

- A the U.S.
- B Brazil
- C We don't know.

PHRASES FOR FLUENCY

- 1 Find the expressions 1–4 in the story. Who says them?

1 stuff

2 Now what ...?

3 It's no big deal.

4 I'm sure ...

- 2 How do you say the expressions in Exercise 1 in your language?

- 3 Put the sentences in the correct order to make a dialogue.

ANDY You know, books and things. I need them for school. Now what do I do?

ANDY No books? Are you sure I can do that?
1 ANDY Oh, no! I don't have my school stuff with me.

SUE What school stuff?
SUE Oh, it's no big deal. You can go to class without your books.

SUE Yes, I'm sure you can. Come on, we're late.

- 4 Complete the mini-dialogues with the expressions from Exercise 1.

- 0 A Who is that woman?

B I'm sure she's a famous actress, but I can't remember her name.

- 1 A Come to the store with me.

B I can't. I have a lot of stuff to do at home.

- 2 A My computer's broken.

B But we need the Internet! What?

- 3 A I can't find my pen.

B I'm sure I have an extra one. Here you go.

FUNCTIONS

Making suggestions

- 1 Complete the sentences from the story. Use the words and phrases in the list.

How about | Let's | Why don't

1 we all watch it together?

2 play table tennis!

3 another game?

- 2 Complete the suggestions.

- 1 A I'm bored.

B watching a movie?

- 2 A There's nothing to do.

B we go for a hike?

- 3 A I'm hungry.

B make some sandwiches.

- 3 **SPEAKING** Work in pairs. Act out the mini-dialogues in Exercise 2.

- 4 **SPEAKING** Make two new dialogues. Use these words for speaker A.

thirsty

tired

8 DANCING TO THE MUSIC

OBJECTIVES

FUNCTIONS: talking about music and feelings; describing a scene, talking about likes and dislikes

GRAMMAR: present continuous; like / don't like + -ing

VOCABULARY: clothes

READING

- 1 Match the words in the list with the photos. Write 1–5 in the boxes.

1 a concert | 2 a musician | 3 a singer
4 a trumpet | 5 a violin

- 2 Look at the photos on page 75. They show a concert. Where is it happening?

1 in a train station
2 in a concert hall
3 in a supermarket
4 in a school

- 3 Do you use Twitter? What do you know about Tweets?

- 4  Read and listen to the Tweets. Answer the questions.

- 0 How does Alex feel at 09:44? (Hint: look at his hashtag.)
bored
1 How many musicians are playing at 09:48?
2 How do the people in the supermarket feel at 09:49?
3 How many people are singing in the concert at 09:50?
4 How does Alex feel at 09:51?
5 What are the musicians doing at 09:55?

A



B



C



D



E



Alex Smith
#AlexSmith

09:44 In the supermarket with Mom. We're shopping. People are walking around. I'm listening to music on my phone. #BoringSaturday

09:47 Hey, something's happening. A woman is sitting on a chair and she's playing a violin. She's really good, but what's happening here?

09:48 Wow! A flash mob at the supermarket! Now about 10 people are standing here, and they're playing music on violins and trumpets and stuff.

09:50 This is great! I'm looking at the people in the supermarket. They're surprised but they like the music. They aren't thinking about food now!

09:51 Now four people are singing. They're giving a concert but they aren't wearing special clothes. Why is this happening? I don't know!

09:52 Mom says that the music is by Handel!?! She isn't shopping now – she's standing with me and we're listening. I'm not bored now!

09:53 Lots of people are taking out their phones and recording the concert. Other people are tweeting, like me! And a little girl's dancing.

09:55 OK, it's over. All the people here are smiling and talking about the music. The musicians and singers are leaving. What a great morning! #CoolSaturday

THINK VALUES

Music

- 1 **SPEAKING** Check (✓) the places where you listen to music. Tell your partner. How many are the same?



in my room
outside
at school



on the bus/train
at concerts
another place (Where?)

I listen to music in my room, outside, and on the bus.

- 2 **What's important for you about music?**
Write 1–3 in the boxes: 3 = very important, 2 = important, 1 = not important.



It makes me happy.



I can listen with friends.



It's free.



I can forget my problems.



I can dance to it.

- 3 **SPEAKING** Work in groups. Compare your ideas.

GRAMMAR

Present continuous

- 1 Look at the examples of the present continuous. Underline other examples in the reading text on page 75. Then circle the correct words to complete the rule and the table.

I'm listening to music on my phone.

A woman is sitting on a chair.

They aren't wearing special clothes.

What's happening?

RULE: We use the present continuous to talk about things that ¹happen every day / are happening now. We form the present continuous with the present tense of ²be / have and the -ing form of the main verb.

Affirmative	Negative	Question + short answer
I'm (am) listening.	I'm not (am not) listening.	5 _____ I'm listening? Yes, ⁶ _____. No, I'm not.
You/We/They ¹ _____ (are) listening.	You/We/They aren't (are not) ³ _____.	7 _____ you/we/they listening? Yes, you/we/they are. No, you/we/they ⁸ _____.
He/She/It ² _____ (is) listening.	He/She/It ⁴ _____ (is not) listening.	9 _____ he/she/it 10 _____? Yes, he/she/it ¹¹ _____. No, he/she/it isn't.

- 2 Look at the pictures. Then write a name to complete the sentences.

- | | |
|----------------------------------|--------------------------------------------|
| 0 Jake is singing. | 5 _____ is reading. |
| 1 _____ are sitting. | 6 _____ are dancing. |
| 2 _____ is taking a picture. | 7 _____ is standing and cheering. |
| 3 _____ is talking on the phone. | 8 _____ is wearing a blue hat and smiling. |
| 4 _____ is leaving. | 9 _____ is running. |

LOOK! Spelling

sing – singing live – living
swim – swimming

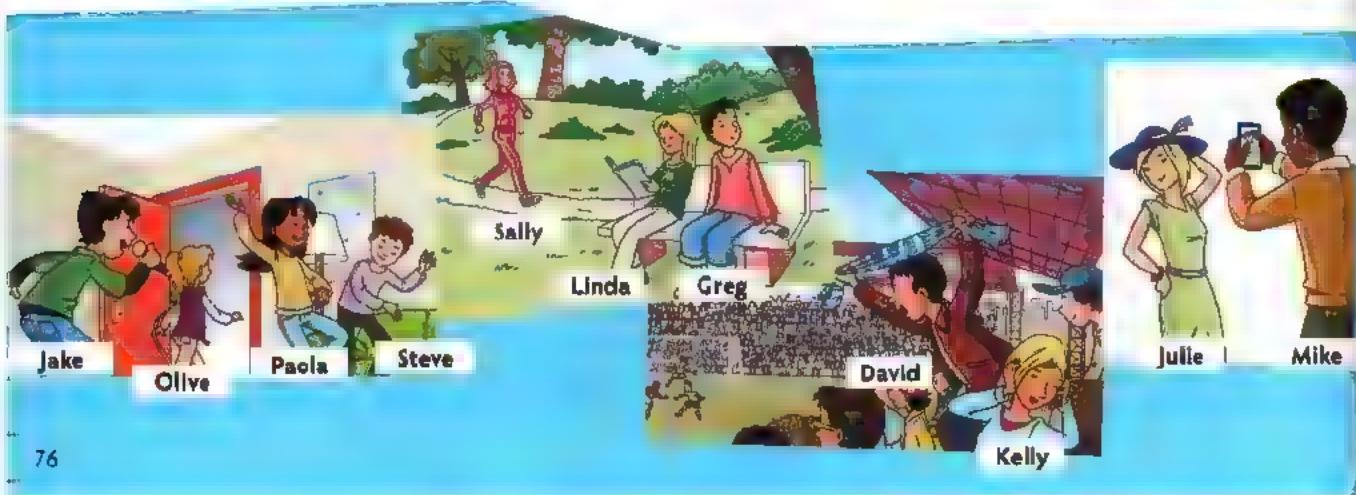
- 3 Write the correct -ing form of these verbs.

- 0 come coming
1 take _____
2 get _____
3 shop _____
4 bake _____
5 watch _____
6 play _____
7 study _____

- 4 Complete the sentences with the verbs from Exercise 3 in the correct form.

- 0 A Come on, Jane, we're late!
B OK, Sam, I'm coming now!
1 A Where's Molly?
B She's in the living room.
She is TV.
2 A Is Jacob here?
B No, he isn't. He is computer games in his bedroom.
3 A Can I talk to Mike, please?
B Sorry, he's at the mall. He is.
4 A Let's go home now.
B You're right. It is late. Look, it's almost ten o'clock.
5 A Is your dad in the kitchen?
B Yes, he is! He is a cake!
6 A Where are Alex and Emma?
B They are the dog for a walk in the park.
7 A So, your sister is in college?
B That's right. She is medicine.

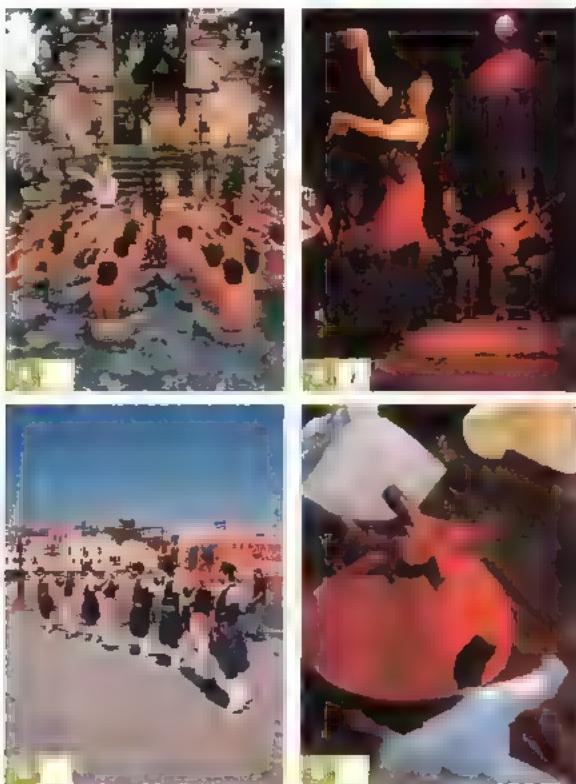
Workbook page 73



LISTENING

- 1 Look at the different dances in the photos. Where do you think they come from? Choose from the countries in the list.

Brazil China Greece / Indonesia
Spain Thailand Turkey



- 2 In which photos can you see these things? Write 1–4 in the boxes.

- 1 A man is playing a guitar and a woman is dancing.
 - 2 The men are wearing clothes of different colors.
 - 3 The men and the women are dancing in a line.
 - 4 The men are wearing black-and-white cloths around their bodies.
- 3 Listen to the program. Which three photos in Exercise 1 do the people talk about?
- 4 Listen again and choose the correct options.
- 0 Janie's family goes to Spain / Turkey every year.
 - 1 Janie loves the clothes that the men / women wear.
 - 2 The dancers in Turkey wear skirts that are the same color / different colors.
 - 3 The dancers in Turkey don't have any music / stop.
 - 4 In the Kecak dance, there isn't any music / moving.
 - 5 The Kecak dance is only by men / musicians.
- 5 Imagine you can go and watch one of the dances. Which dance do you want to watch?

FUNCTIONS**Describing a scene**

- 1 Match 1–3 with a–c.

When we describe a scene, we often use:

- 1 the present continuous
 - 2 prepositions
 - 3 adjectives
- a for colors, sizes, etc.
 - b to say what people are doing
 - c to say where people and things are.

- 2 Read the text and answer the questions.

- 1 Which photo in Listening Exercise 1 is this person describing?
- 2 Underline examples of the language mentioned in Exercise 1 (present continuous, prepositions, adjectives).

There are lots of people. One woman is dancing. She's wearing a red dress. There are some musicians behind her. They're playing music. Two people are sitting on chairs. They are watching and clapping. Everyone is happy. They're enjoying the music and the dancing.

- 3 **SPEAKING** Look at the picture. Work in pairs. Describe the scene.



READING

- 1  2.15 Read and listen to the dialogue and look at the picture. Who is Andy?



EMILY Hi, Mike. Are you enjoying the party?
MIKE Hey, Emily. Yeah, it's OK, but I don't like the music.
EMILY Oh, really? I like the music. Hey! Come and dance! I really like dancing!
MIKE No, thanks. I don't like dancing very much. Ask Andy to dance with you. He's a really good dancer.
EMILY Andy? Who's Andy?
MIKE He's over there. Look – he's wearing gray pants and a green shirt. Can you see him?
EMILY Oh, yes, I can see him. A green shirt!! Jgh!
MIKE Oh, it's just a shirt! Go and ask him to dance.
EMILY No, I hate talking to boys.
MIKE But you're talking to me.
EMILY I know, but you're my friend. That's different. I don't know Andy. And he's wearing a green shirt!
MIKE You're crazy. Andy is really nice. He loves going to parties, and dancing and meeting new people. Oh, look, he's coming over here.
ANDY Hi, I'm Andy.
EMILY Oh, hi. I'm Emily. Do you like dancing?
ANDY Yes, I love it! Do you want to dance?
EMILY OK! I like your shirt!
MIKE What? Wow. I really don't understand girls!

- 2 Read the dialogue again and complete the sentences.

0 Mike is enjoying the party but he doesn't like the music.

1 Andy is wearing _____.

2 Emily doesn't like _____.

3 Emily and Mike are _____.

GRAMMAR

like / don't like + -ing

- 1 Complete the sentences from the dialogue in Reading Exercise 1. Then complete the rule.

0 Come and dance! I really like dancing!

1 I hate _____ to boys.

2 He loves _____ to parties.

3 Do you like _____?

RULE: We use the verbs (don't) *like* / _____ / *hate* + verb + -ing to give opinions about activities

- 2 Write *like*, *don't like*, *love*, and *hate* in the correct places.

- 1   1 _____
2  2 _____
3  3 _____
4   4 _____

- 3 Complete the sentences. Use *like*, *don't like*, *love*, or *hate* and the correct form of the verb.

0 I love watching sports on TV.



(watch)

1 I hate to the movies.



(go) early.



(get up) on vacation.

3 My family _____



(go)

4 My best friend _____



(run)

5 My parents _____



(dance)

6 _____ your father



- 4 Look at the sentences in Exercise 3. Which are true for you? Change the ones that are not true for you.

Workbook page 75

VOCABULARY**Clothes**

- 1 Match the names of the clothes with the pictures. Write 1–12 in the boxes. Listen and check.

1 a dress | 2 a coat | 3 jeans | 4 a sweater
 5 a shirt | 6 shoes | 7 shorts | 8 a skirt
 9 socks | 10 a T-shirt | 11 sneakers | 12 pants



- 2 Look at the pictures in Exercise 1 again. What are the people wearing?

- 0 Paul is wearing blue jeans, a white T-shirt, and sneakers.
 1 Anna is wearing
 2 Jake
 3 Amanda
 4 Simon

- 3 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 What clothes do you love wearing? What clothes do you hate wearing?
 2 Do you like shopping for clothes? Why or why not?
 3 What is your teacher wearing today?
 4 Which colors do you love or hate wearing?

I love wearing jeans and sneakers but
 I hate wearing shoes and pants.

Workbook exercise ➔

Intonation: listing items

Go to page 121.

**TRAIN TO THINK****Memorizing**

- 1 Look at the picture for two minutes.

- 2 **SPEAKING** Student A: Go to page 127. Student B: Go to page 128. Listen to the questions your partner asks and answer with short answers. Correct the negative answers.



Culture

Musical instruments around the world

HOMI ABOUT NEWS CONTACT

The berimbau

This is a Brazilian instrument. It's made of wood. It's long and thin and has one string. You play the berimbau by hitting the string with a stick. Musicians play the berimbau when people dance capoeira. Capoeira is now famous in many parts of the world, not only in Brazil.



Brazil

The didgeridoo

The didgeridoo is a famous musical instrument that comes from Australia. It's like a big, long trumpet, but it's made of wood. You blow into it, and it makes a very unusual deep sound. Didgeridoos are difficult to hold because they are one to three meters long. The musician usually puts the didgeridoo on the ground.



Australia

The bonang

The bonang is a group of round, metal pots. Musicians play these in Indonesia in an orchestra of many musicians. They put the pots together in lines. Then they hit the pots with a stick that has a piece of cloth around it. All the pots are different sizes so they all make different sounds. Some people say that the sound is very relaxing.



Indonesia

- 1 Look at the photos on page 80. Find these things.

blow | a piece of cloth
an orchestra | the ground
a stick | wood

- 2 2.19 Read and listen to the article. Which countries do these instruments come from?

- 3 Read the article again. Mark the sentences T (true) or F (false).

- 0 There is only one string on a berimbau.
1 Capoeira is the music that you play on the berimbau.
2 A didgeridoo is like a trumpet.
3 Didgeridoos are always the same size.
4 The bonang has one pot.
5 You play the bonang using a stick.

7

- 4 SPEAKING Are there any special musical instruments in your country? Can you play any musical instruments? Tell the class.

WRITING

Describing a scene

- 1 Read these three Tweets and look at the photos. Where is Sandra? Check (✓) the correct photo.
- 2 Read the Tweets again. Underline examples of the present continuous tense.
- 3 Write notes to describe how you are feeling in each of these situations.
 - 1 You're at a bus stop. It's raining. You're going to meet friends and then go and see a local band play. The bus doesn't come.
 - 2 You're at home. The weather outside is very nice and you want to go out, but you can't. You have to study.
 - 3 You're at home. You're watching a very good movie. You want to tell your friends that it's really good.
- 4 Write three Tweets for each situation in Exercise 3.

Remember:

- A Tweet can only be 140 characters (including spaces).
- You can say something in your second and third Tweet about how the situation is changing.

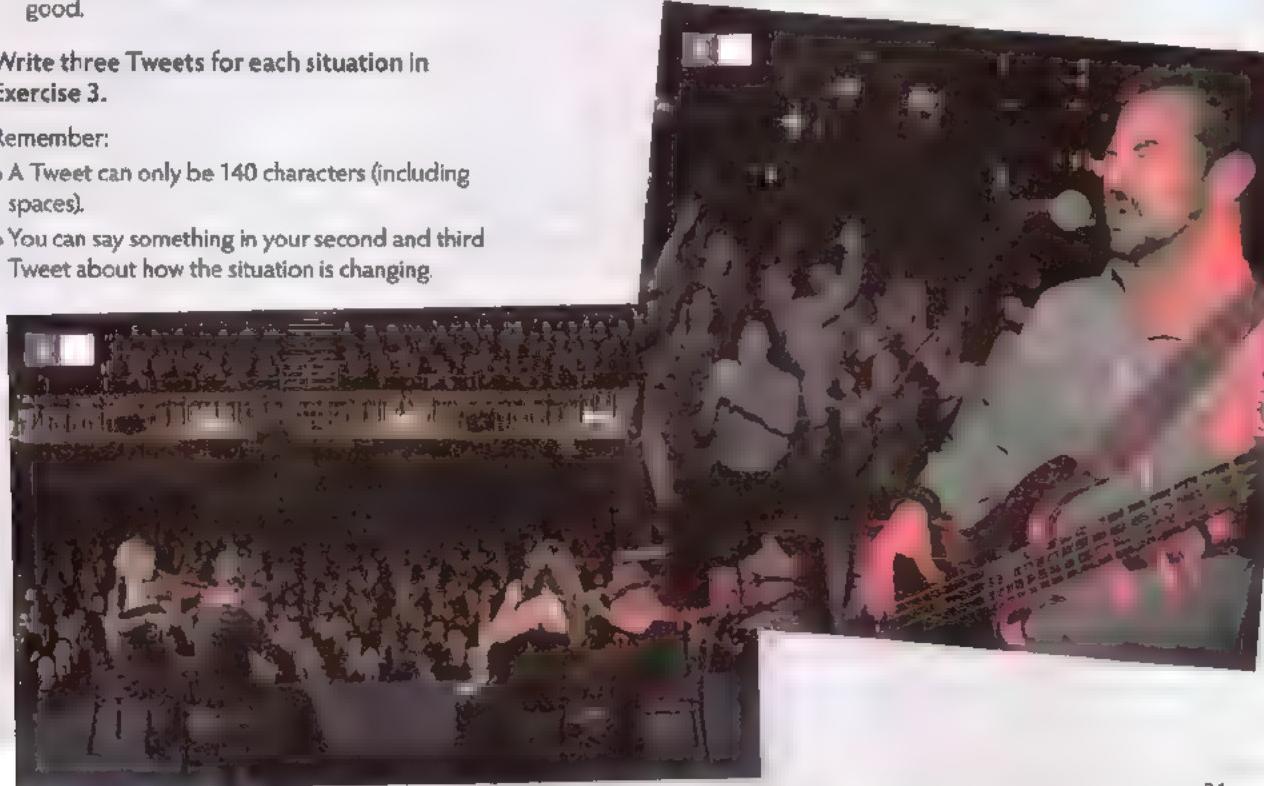
Here we are. We're waiting. I think there are 3,000 people here! It's fantastic. People are singing and smiling – great! #Excited4MyBoys

3:28

think they're coming out. Yes – they're here! Everyone is shouting and cheering!! The people in the band are smiling, they're very happy.

3:49

They're playing my favorite song! Everyone's smiling and singing. I'm watching my favorite band - this is the best! #Excited4MyBoys



THINK EXAMS

LISTENING

Part 1: Multiple-choice pictures

1 You will hear five short conversations. There is one question for each conversation.

For each question, choose the right answer (A, B, or C).

0 What time does Rob get home from school?



A



B



C

3 Which instrument does Mike play?



A



B



C

1 When is Kim's birthday?



A



B



C

4 Which of Jessica's clothes does Luke like?



A



B



C

2 What is Lidia's favorite month?



A



B



C

READING AND WRITING

Part 6: Word completion

2 Read the descriptions of some words about sports. What is the word for each one? The first letter is already there. There is one space for each other letter in the word.

0 You ride this. It has two wheels.

b i c e l e

1 You do this in white clothes.

t h o u s t u o

2 You need snow to do this.

s u n o w h o d

3 You play this on a team of six people.

v a l l o o g

4 You do this in water.

s u n o w h o r

5 In this sport, you throw a ball through a hoop.

b o o l o o g

TEST YOURSELF

UNIT 8

VOCABULARY

- 1 Complete the sentences with the words in the list. There are two extra words.

baseball | cheering | coat | doing | fourth | making
sitting | sneakers | studying | surf | taking | three

- 1 It's cold outside! Put a _____ on when you go out.
- 2 I love playing _____.
- 3 We like _____ under the big tree in the backyard on hot summer days.
- 4 I'm in the kitchen. I'm _____ sandwiches for the party.
- 5 My brother is going to college in Australia. He's _____ math there.
- 6 You can't wear _____ to a party! Wear your new shoes!
- 7 My sister's at the gym. She's _____ tae kwon do.
- 8 I love _____ pictures of different sporting events. Look at this one!
- 9 Thanksgiving? In the U.S., it's the _____ Thursday in November.
- 10 They're winning! Everyone is _____!

/10

GRAMMAR

- 2 Complete the sentences with the words in the box.

can can't | don't | like | stand standing

- 1 Do you _____ reading magazines?
- 2 I don't like _____ on the bus.
- 3 I'm sick. I _____ go out today.
- 4 I don't want to sit down. I can _____ and watch. It's OK.
- 5 We really _____ like going for hikes in winter.
- 6 He _____ run 100 meters in twelve seconds.

- 3 Find and correct the mistake in each sentence.

- 1 He can to count to 20 in Japanese.
- 2 Please be quiet. I'm study for the test tomorrow.
- 3 She doesn't can speak English.
- 4 I don't like watch sports.
- 5 She's downtown right now. She shops.
- 6 Do you can play the piano?

/12

FUNCTIONAL LANGUAGE

- 4 Write the missing words.

- 1 A _____ time is it?
B It's three _____. I'm bored!
- A Me too. Why _____ we play a game?
B A game? No, thanks. _____ about going for a hike?
- 2 A Look at those people! They're _____ very strange clothes.
B Yes, they're going to a big party in the park. It's Sunday today!
A What _____ does the party start?
B Two o'clock. Oh, look. It's a quarter _____ two now!
_____ go and join them.

/8

MY SCORE /30



9 WOULD YOU LIKE DESSERT?

OBJECTIVES

FUNCTIONS: talking about food and eating habits; talking about obligation; asking for permission; offering and asking for help

GRAMMAR: *must / must not; can* (asking for permission); *I'd like ... / Would you like ...?*

VOCABULARY: food and drink, meals



A



C



D



F



G



H

READING

- 1 Look at the photos. Where can you see the words in the list? Write 1–8 in the boxes.

1 a carrot cake 2 a chef
3 a plate 4 cooking
5 an omelette 6 tomato soup
7 a salad 8 a steak

- 2 **SPEAKING** What other food words do you know?

Pizza, apples, hamburgers, ...

- 3 **SPEAKING** Tell your partner what food you like and don't like.

I like ... I don't like

- 4 Look at the photos on page 85. What is unusual about the chefs? Read and check.

- 5 **LISTENING** Read and listen to the article again. Mark the sentences T (true), F (false), or D (doesn't say).

- 0 Billy is ten years old and he's from New York. T
1 He wants to be a star chef. F
2 His sister likes cooking, too, but she's not very good. D
3 The other children on the TV show aren't very good cooks. D
4 Children must be ten years old to be on *Star Junior Chefs*. D
5 The chefs' hands must be clean. D
6 It's OK for the children to eat the food they are cooking. D
7 After the TV show Billy goes home to study. D

Young kitchen stars

Billy doesn't want to be a star chef when he's 20. He wants to be one now. This is why he's on the *Star Junior Chefs* TV show.

The ten-year-old New Yorker likes cooking. He can make fantastic soups and salads, excellent omelettes, and the best cakes. But there are many other children on the show, too. And they are all very good cooks.

More and more young people are interested in cooking. Many of them learn it from their parents. Others watch special cooking videos for children on YouTube. In many cities, there are special cooking classes for young people. Some of them are for children as young as three years old!



The show starts. Billy is excited. He knows he's an excellent cook. This time he makes tomato soup, some salad, steak, and carrot cake. The experts in the studio love Billy's food, and he stays on the show.

It's 5:00 p.m. The show is over. Billy is happy and a little tired. He goes home. He has a deal with his parents. He can be on the show, but he must do his homework, too.



But what must you do to become a star chef? Of course, it's important that you like cooking and are really good at it, but there are some rules. You must be nine years old or older to be on *Star Junior Chefs*. "We must wash our hands before we start cooking," Billy says. "And of course we must not put them in our mouths. A chef doesn't do that! And we must be very careful with hot plates."



THINK VALUES

How you eat is important

- 1 **SPEAKING** How often do you do these things? Write *always*, *sometimes*, *often*, or *never*. Then tell the class.

- a eat slowly _____
- b eat with other people _____
- c sit at a table to eat _____
- d eat very fast _____
- e eat alone _____
- f eat and play computer games at the same time _____

I always eat slowly. I sometimes eat with other people.

- 2 Look again at the things in Exercise 1. Are they good things to do? Write 1–3 in the boxes: 1 = a good thing to do, 2 = an OK thing to do, 3 = a bad thing to do.

- 3 **SPEAKING** Compare your ideas with a partner.

I often eat ...

I think ... is good.

I think ... is not so good.

GRAMMAR

must / must not

- 1 Complete the sentences from the article on page 85 with *must* or *must not*. Then complete the rule.

- 1 You _____ be nine years old or older to be on *Star Junior Chefs*.
- 2 We _____ wash our hands before we start cooking.
- 3 We _____ put them in our mouths.

RULE: We use *must* (*not*) to talk about rules.

Use ¹ _____ to say that it's necessary to do something.

Use ² _____ to say that it's not OK to do something.

- 2 Complete the mini-dialogues. Use *must* or *must not* + a verb from the list.

eat | forget | give | go

- 0 A Hey, can I borrow this book?

B Sure, but you _____ *must give* _____ it back next week.

- 1 A Mom, can I have some chocolate?

B Of course not! You know you _____ chocolate. It makes you sick.

- 2 A Julia's birthday is tomorrow.

B That's right. We _____ to buy her a gift today.

- 3 A Oh, no. There isn't any milk.

B I _____ to the store after work. We're out of everything!

- 3 **SPEAKING** Work in pairs. Think of some things that are important for you to do (or things you really can't forget to do) in the next few days.

I must write an email
to my friend Mark.

I must not forget
to clean my room.

Workbook page 55

VOCABULARY

Food and drink

- 1 **02.22** Write the names of the food and drinks under the photos. Listen and check.

- 2 **SPEAKING** Which word in each group is different? Why?

- 1 coffee – potato – tea
- 2 banana – orange – sausage
- 3 carrot – chicken – beef
- 4 milk – strawberry – apple
- 5 pepper – potato – hamburger (burger)

Number 1 is potatoes – coffee and tea are drinks.

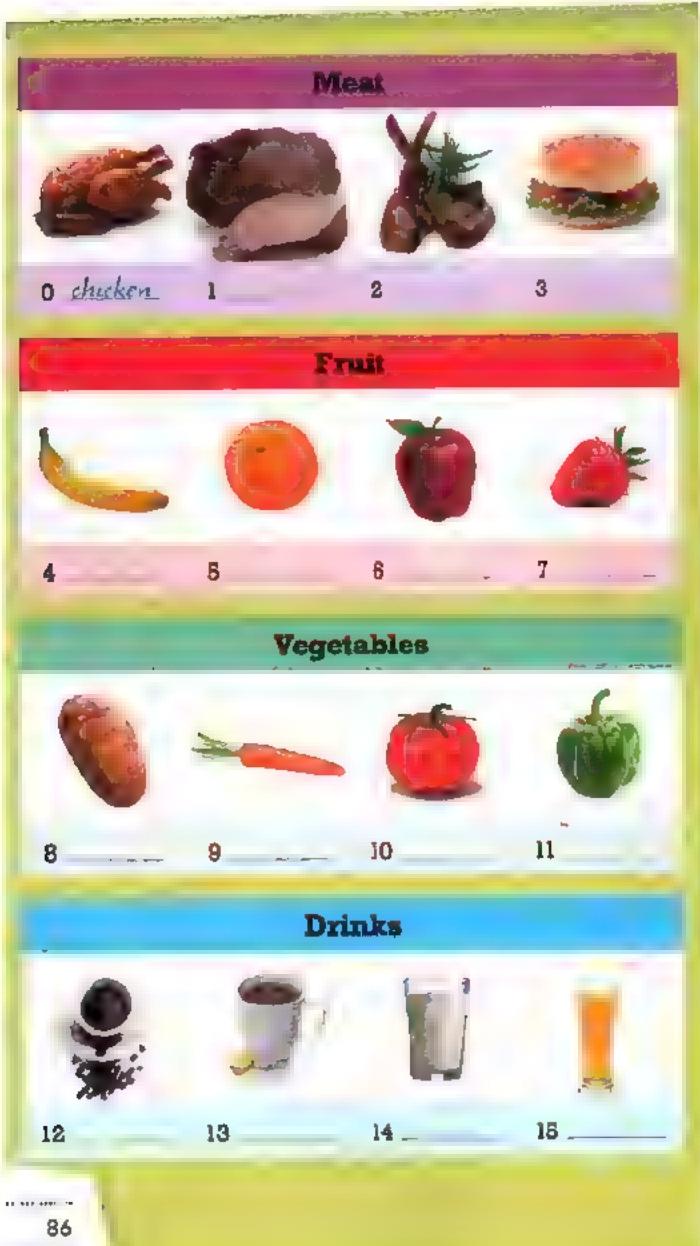
- 3 **SPEAKING** Look at the food words in Exercise 1. Work in pairs. Ask and answer questions to find three things you both like.

Do you like tomatoes?

Yes, I love them. What about you?

I like them. Do you like ...?

Workbook page 56



LISTENING

- 1 Look at the picture. What's happening?
- 2 **02.23** Listen to the dialogue. What is Raul cooking? Does he eat it?
- 3 **02.23** Listen again. Put the sentences in the order you hear them. Write 1–6 in the boxes.
 - a Can I clean the kitchen later?
 - b Can I make an omelette?
 - c Can I come into the kitchen now?
 - d I must be quick now.
 - e Would you like some help?
 - f Can I go to the pizza place?

GRAMMAR

can (asking for permission)

- 1 Match these answers to the questions in Listening Exercise 3. Then read the rule.
 - 1 OK, but don't forget to do it.
 - 2 No, wait, Mom.
 - 3 Yes, you can.

RULE: We use can + subject ...? to ask if it's OK to do something.

- 2 **02.24** Complete the questions with can and a verb from the list. Listen and check.

do | eat | go out | play | try on | use

- 0 Can I do my homework later?
- 1 Can I try on these jeans, please?
- 2 Can I use your laptop, please?
- 3 Dad, Can I go out tonight?
- 4 Can we play baseball in the backyard?
- 5 Can we eat dinner in front of the TV?

- 3 Match the answers with the questions in Exercise 2.

- a No, you can't. Do it now.
- b Of course you can. But be careful.
- c No you can't, you have school tomorrow.
- d Sorry, I need it to write some emails.
- e Yes, the changing room is over there.
- f Well, OK. It's your birthday.

Next page >



THINK SELF-ESTEEM

You are what you eat

- 1 Think about what is true for you. Circle 1–5: 1 = certainly true, 5 = certainly not true.

- | | |
|-----------------------------------------|-------------------|
| 1 I often eat between meals. | 1 – 2 – 3 – 4 – 5 |
| 2 I always eat breakfast. | 1 – 2 – 3 – 4 – 5 |
| 3 I eat fruit and vegetables every day. | 1 – 2 – 3 – 4 – 5 |
| 4 I drink lots of water. | 1 – 2 – 3 – 4 – 5 |
| 5 I eat a lot of candy. | 1 – 2 – 3 – 4 – 5 |
| 6 I brush my teeth after every meal. | 1 – 2 – 3 – 4 – 5 |

- 2 SPEAKING Compare your answers with a partner.

I often eat between meals.

I eat fruit every day.

READING

- 1 Read the menu. What would you choose to eat?
- 2 2.25 Read and listen to the dialogue. What doesn't Jack like? _____



SERVER Hello.
ANNA Hi.
SERVER Would you like a table for two?
ANNA Yes, please.
SERVER Here are the menus.

(2 minutes later ...)

SERVER Are you ready to order?
ANNA For me, the carrot salad, please.
And then the pasta with tomato sauce.
SERVER OK, and what would you like to drink?
ANNA A cola, please.
SERVER OK. And what would you like?
JACK I'd like the green salad, please.
But without the onions.
SERVER I'm sorry, the salads are already made. We can't take the onions out.
JACK I see. I don't like onions. Umm ... I'd like the vegetable soup, then.
SERVER Excellent. And for the main course?
JACK I'd like a hamburger and fries, please. And a cola, too.
SERVER Great. Thank you.

(1 hour later ...)

JACK We'd like the check, please.
SERVER Of course. Everything OK?
JACK Great, thanks.
SERVER Thanks very much. Here's your check
ANNA Thank you.

- 3 Read the dialogue again. What does Anna order? What does Jack order?



Menu

Our appetizers

Carrot salad	\$5.25
Green salad (with onion and tomato)	\$7.50
Vegetable soup	\$6.60

Our main courses

Steak	\$15.80
Pasta with tomato sauce	\$8.50
Fish and chips	\$8.50
Hamburger and fries	\$7.80
Chicken and tomato sandwich	\$6.50
Sausage pizza	\$5.20

Our desserts

Ice cream (per scoop)	\$1.20
Vanilla, strawberry, lemon, and chocolate	

Our drinks

Juice (orange or apple)	\$1.90
Cola	\$1.70
Coffee	\$2.20
Tea	\$1.60
Water	\$1.10

- 4 Who says these things in a restaurant? Write S (server) or G (guest) in the boxes.

- Can I help you?
- A table for two, please.
- Here are the menus.
- Are you ready to order?
- What would you like to drink?
- I'd like the vegetable soup, then.
- Can we have the check, please?
- Would you like a dessert?

GRAMMAR

I'd like ... / Would you like ...?

- 1 Complete these sentences from the dialogue on page 88. Then complete the rule.

- 1 Would you _____ a table for two?
- 2 _____ like the vegetable soup.
- 3 What _____ you like to drink?
- 4 _____ like the check, please.

RULE We use *I + would (d)* + _____ to ask for something in a nice way.
We use *Would + you + 2 _____ ?* to offer something

- 2 How do you say *I'd like ...* and *Would you like ...?* in your language?

- 3 In your notebook, put the words in the correct order to make sentences or questions.

- 0 like / a / I'd / please / banana,
I'd like a banana, please.
- 1 like / some / you / Would / coffee / ?
Would you like some coffee?
- 2 like / a hamburger / I'd / and / please / fries
I'd like a hamburger and please some fries.
- 3 you / What / to / would / like / eat / ?
What would you like to eat?
- 4 to / We'd / like / here / sit
We'd like to sit here.
- 5 would / this afternoon / What / you / like / to / do / ?
What would you like to do this afternoon?

- 4 Complete what the people are saying.



- 5 **SPEAKING** Work in groups. One of you is the server at Zoe's café, the others order food and drinks. Act out the situation. Use the sentences in Reading Exercise 4 and Grammar Exercise 3 to help you.

Workbook page 83

Intonation: giving two choices

Go to page 121.

VOCABULARY

Meals

- 1 **CD 2.28** Match the words in the list to the items in the picture. Write 1–9 in the boxes. Listen and check.

- 1 bread 2 butter 3 cereal 4 egg 5 fruit
6 honey 7 jam 8 toast 9 yogurt



- 2 **SPEAKING** Make a table like this in your notebook for breakfast, lunch, and dinner. Write down things you eat and drink. Compare charts with a partner.

	always	often	sometimes	never
breakfast				

For breakfast I always drink ...

I never have (any) ... for lunch.

Workbook page 85

WRITING

A meal plan for your friend

- 1 Ask a partner to give you his/her table from Vocabulary Exercise 2. Imagine he/she is staying at your home for the weekend. You want to make meals that he/she likes. Write a menu for him/her.
- 2 Show your ideas to your partner. Is he/she happy with the meals?

Saturday	Sunday
Breakfast:	Breakfast:
Lunch:	Lunch:
Dinner:	Dinner:

The pizza

1 Look at the photos and answer the questions.

- 1 Who can you see in the photos?
- 2 Where are they and what are they doing?

2 Now read and listen to the photostory. What does Ruby hate?



DAD So what are you doing, boys?

DAN Tom is making pizza for the girls, and I'm helping him.

TOM Is that OK, Dad?

DAD Of course. No problem. You make great pizza! What time do they get here?

TOM Six o'clock. We have half an hour.



DAD Do you want some help, Tom?

TOM No, I'm OK, thanks. OK, first we need to add the tomato sauce.

DAN Can I cut the peppers for you?

TOM OK.

DAD Just be careful with the knife.

2



TOM What are you doing, Dad?

DAD I'm putting a little cheese on the pizza.

TOM Don't do that!

DAD Too late.

3



DAD It's only cheese

DAN The thing is, Ruby hates cheese.

DAD She hates cheese? Oh, dear.

TOM Now what?

DAN We can't make another one. We don't have time.

TOM What can we do?

DEVELOPING SPEAKING

3 Watch to find out how the story continues.

- 1 Who does Tom's dad call?
- 2 Why are the boys surprised?

4 Watch again. Put the events in order. Write 1–6 in the boxes.

- a The food from Andy's Chicken House arrives.
- b The girls eat the pizza.
- c The boys try and take the girls to the living room.
- 1 d Tom's dad calls Andy's Chicken House.
- e The girls arrive.
- f The girls say hello to Tom's dad.

PHRASES FOR FLUENCY

1 Find the expressions 1–4 in the story. Who says them?

- 1 Of course.
- 2 be careful ...
- 3 a little ...
- 4 The thing is, ...

2 How do you say the expressions in Exercise 1 in your language?

3 Put the sentences in the correct order to make a dialogue.

- GREG Well, I really want some lasagna. But the thing is, I don't know how to make it.
- GREG Do you like Italian food?
- GREG Yeah, I don't know how to cook very well.
- NADIA Oh. And you need a little help?
- NADIA Of course. I love spaghetti and stuff. Why?
- NADIA Well, you can use my mom's cookbook. But be careful – she loves that book!

4 Complete the dialogues with the expressions from Exercise 1.

- 1 A Let's go to the movies tonight.
 B No, thanks. I'm feeling _____ sick.
 A Really? Oh, no. Do you want some help?
 B Actually, that isn't true. I'm sorry.
 _____, I don't have any money.
- 2 A Can I look at your new phone?
 B _____, Here it is.
 A Oh, it's really nice!
 B Thanks, I love it. Oh, _____! Don't break it!

FUNCTIONS

Offering to help

1 Look at the photostory again. Who says these expressions?

- 1 Do you want some help?
- 2 Can I cut the peppers for you?

2 Match the possible answers to the sentences in Exercise 1.

- a OK. Thanks!
- b Yes, please.
- c Sure. Here's a knife you can use.
- d No, I'm OK, thanks.

3 Work in pairs. Write a short dialogue for each picture. Use expressions from Exercises 1 and 2.



4 SPEAKING Act out your dialogues.

10 HIGH FLIERS

OBJECTIVES

FUNCTIONS: talking about achievement;
asking for information about the past;
talking about the weather

GRAMMAR: simple past of *be* (affirmative,
negative, and questions), simple past:
regular verbs

VOCABULARY: time expressions: past; the
weather

READING

- 1 Match the words in the list with the photos.
Write 1–6 in the boxes.

1 achievements | 2 astronaut | 3 factory
4 spacecraft | 5 skydiving | 6 stamps

- 2 Look at the photos and answer the questions.



- 1 What are the names of the two people?
2 Where were they from?
3 Why are they famous?



- 3 Name some famous people in your country. Why
are they famous?

- 4 Read and listen to the article and answer
the question.

Why is Valentina Tereshkova famous?

- 5 Read the article again and put the events in order.

- a Tereshkova was in space for three days.
- b She was named "Woman of the Century."
- c She was a carrier of the Olympic flag.
- d There was a competition to find new astronauts.
- e Valentina Tereshkova was born.

It was her dream to be an astronaut



Valentina Tereshkova was the first woman in space.

She was born in Russia on March 6, 1937. Her father was a driver and her mother was a factory worker. Valentina was a worker in a factory, too. Her hobby was skydiving, and it was her dream to be an astronaut and go into space.

In 1962, there was a big competition to find new astronauts. There were 400 people interested in going into space. The training program wasn't very easy, but Valentina was the lucky one. Her big day was June 16, 1963.

The name of Valentina's spacecraft was Vostok 6. The flight was very difficult because the technology was not very well developed. She was in space for three days. She is the only woman in history to do a solo space flight.

Her face was on stamps in several countries.

Tereshkova was named the "Woman of the Century."

Tereshkova was one of the carriers of the Olympic flag.

She has many other achievements.



THINK

Hard work and achievement

In 2000, Valentina Tereshkova was named "Woman of the Century." Which of the following, do you think, were important for her success? Write N (not important) or I (important).

- 1 She was born in 1937.
- 2 Her father was a driver.
- 3 She was a factory worker.
- 4 It was her dream to be an astronaut and go into space.
- 5 She was lucky.
- 6 The flight was difficult, but Tereshkova was strong.
- 7 She was in space for three days.

SPEAKING Compare your answers with a partner. Do you agree?

She was born in 1937. I think that was important for her success because it was the start of air travel.

*I agree. / I don't agree
I think ...*

GRAMMAR

Simple past: *be* (affirmative and negative)

- 1 Complete the sentences from the text on page 93. Then complete the rule and the table.

- 1 Valentina Tereshkova _____ born in Russia on March 6, 1937.
- 2 The training program _____ very easy.
- 3 There _____ 400 people interested in going to space.
- 4 These moments _____ very important for her.

RULE: *Was/Were* is the past form of ...

Affirmative

I/he/she/it ¹ _____
we/you/they **were**
there **was** ² _____

Negative

I/he/she/it **wasn't** (was not)
we/you/they ³ _____ (were not)
there ⁴ _____ / **weren't**

- 2 Complete the sentences with *was*, *wasn't*, *were*, or *weren't*.

- 1 My friends and I **were** at the mall yesterday. My sister _____ there, too, but my parents _____ because they _____ at work.
- 2 There _____ lots of people at the beach yesterday. There _____ a little girl with her dog. The dog _____ very nice. Its name _____ Ollie.



VOCABULARY

Time expressions: past

- 1 Write *in*, *at*, *last*, and *yesterday* to complete the time expressions. Listen and check.

- 1 _____ weekend / Sunday / night / week / month / year
- 2 _____ morning / afternoon / evening
- 3 _____ 2014
- 4 _____ four o'clock / 5:30 / 6:00 a.m. / 6:30 p.m.

- 2 Look at the pictures. Write sentences in your notebook to say where the people were and when. Use *in*, *at*, *last*, or *yesterday*.

at the movies | in Paris | at the soccer game
at a birthday party | at the park | at her grandparents'
Lillian was at the park at a quarter after eleven yesterday morning.

- 3 Make notes about where you were yesterday at the times in the pictures in Exercise 2. Where were you in July 2014?

- 4 **SPEAKING** Work in pairs. Tell your partner where you were yesterday. Find out about your partner.

I was at home at a quarter after eleven, yesterday morning. What about you?

I was at my cousin's house.

- 5 **SPEAKING** Use the information about your partner to report to the class.

Yesterday morning, Maria was at home. At half past three yesterday afternoon, she was at a friend's house. In the evening, she was at the movies with her mom.



LISTENING

- 1 Look at the picture. Where was Ethan on Saturday evening? Where was Tamara? Use ideas from the box to help you.



On Saturday evening, Ethan was ...
There were ...
He was ...
The ... were happy because ...

Tamara was ...
The band was ...
The music was ...
There were ... / She was ...

- 2 2.32 Listen to the dialogue and check your answers.

- 3 2.32 Listen again and match the questions with the answers.

- 0 Does Ethan say it was a good party?
1 Were there a lot of people?
2 Who were the five special guests at the party?
3 What was the name of the band?
4 Were the people in R5 at the party?
5 How was the music for Ethan?
- a No, there weren't.
b R5.
c It wasn't bad.
d They were from a band.
e Yes, he says it was fantastic.
f No, they weren't, but their music was.

e

- 3 2.33 Complete the dialogue with was, were, wasn't, or weren't. Then listen and check.

- JEN Oh no.
PEDRO What's wrong?
JEN My phone! Where is it? It ⁰ was in my jacket!
PEDRO OK, calm down. Where ¹ was your phone this morning?
JEN Well, I ² were at home from nine to ten o'clock.
PEDRO And then? ³ were you downtown?
JEN Yes, I ⁴ were. I ⁵ were at the mall.
And I'm 100% certain that my phone ⁶ was in my pocket.
PEDRO ⁷ were Steve and Marta with you?
JEN No, they ⁸ were. I ⁹ were alone.
PEDRO OK. At the mall, which stores ¹⁰ were you in?
JEN Only the shoe store.
PEDRO Wait a minute. Let me call you.
JEN It's ringing. Oh, look, in the shoe bag! It ¹¹ was there all the time!

GRAMMAR

Simple past: be (questions)

- 1 In your notebook, put the words in the correct order to make questions.

1 you / the movies / were / at / ?

2 the music / good / was / ?

3 many / guests / were / there / ?

- 2 Match the answers below with the questions in Exercise 1. Then complete the table.

- a Yes, it was.
 b No, there weren't.
 c No, I wasn't.

Question	Short answer
Was I/he/she/it ...?	Yes, I/he/she ¹ <u>was</u> .
1 <u>were</u> we/you/they ...?	No, I/he/she ² <u>wasn't</u> . Yes, we/you/they ³ <u>were</u> .
	No, we/you/they ⁴ <u>weren't</u> .

FUNCTIONS

Asking for information about the past

- 1 Write was or were to complete the questions. Then ask and answer the questions with a partner. Check your answers on page 93.

- 1 was Valentina Tereshkova born in Russia?
2 were her parents astronauts, too?
3 were there 400 people interested in the competition?
4 was the flight very easy or very difficult?
5 were the Olympic games in Russia in 2013?

- 2 Make notes to answer the questions.

- 1 Where were you at 3:00 on Saturday?
2 What was your hobby when you were eight?
3 How old were you in May 2014?
4 How old was your best friend last year?

- 3 SPEAKING Work in pairs. Ask and answer the questions in Exercise 2.

READING

- 1 Look at the photos of two movie heroes. What do you know about them? What special powers do they have?

I think Storm can ...

Maybe Percy is ...

- 2  Read and listen to the article and check your answers.

Fictional heroes



Storm

Storm's story started in New York, where she was born. Her mom was a princess and her dad worked as a photographer. When Storm was six, she moved to Cairo, Egypt, with her parents. One day a plane crashed into their house. Storm's parents died, and she was alone in the big city. Her life in Cairo was very hard. When she was a teenager, Storm discovered that she had special powers, and she started to use them – not always successfully.

Storm has control over the weather. She can change the temperature. She can make rain, sunshine, hurricanes, clouds, and storms.



Percy Jackson

His father was Poseidon, the Greek god of the sea. His half-brother was named Tyson. Tyson was a monster. At first, Percy hated his monster brother. Later, Percy and Tyson tried to help each other in their many adventures. In the end, they were friends. Percy was never afraid, and he never worried about his life. He helped the people he liked.

Percy is very strong because he is the son of the god of the sea. He's a very fast swimmer. He can stay underwater for a long time. He can talk to sea animals, and he can make sea storms.

- 3 Read the article again. Mark the sentences T (true) or F (false).

- 0 Storm was born in a city in the U.S.
- 1 Storm's parents died in a city in the U.S.
- 2 Storm's family moved to Egypt.
- 3 Storm was good at using her special powers at the beginning.
- 4 Percy's father was the god of hurricanes.
- 5 Percy and Tyson were not friends at the beginning.
- 6 Percy's brother was a monster.

TRAIN TO THE KIDS

Sequencing

- 1 Put the sentences in order to tell Kidhero's story.



- a There was a very fast car on the street.
- b Kidhero was very happy.
- c There were also two young children in the street.
- d It was a hot day, and Kidhero wanted an ice cream.
- e He walked to an ice cream shop.
- f Kidhero jumped in front of the car and stopped it with his hand.
- g He saved the children.
- h He walked out of the shop with his ice cream.

- 2 **SPEAKING** Work in pairs. Tell the story. Can you include these lines?

He walked back home.

Kidhero started to run.

The children smiled.

GRAMMAR**Simple past: regular verbs**

- 1 Write the base forms of the verbs.

Base form	0 help	1	2	3
Simple past	helped	started	moved	tried

- 2 Complete the sentences from the stories on page 96 with the past forms from Exercise 1. Then complete the rule.

- 1 Storm's story _____ in New York.
 2 When Storm was six, she _____ to Cairo.
 3 Percy and Tyson _____ to help each other.
 4 He _____ the people he liked.

RULE: To form the simple past of regular verbs, add ¹ _____ to the base form.

When the verb ends in -e, just add -d

When the verb ends in consonant + -y, change y to ² _____ and add -ed

- 3 Write the simple past forms of these verbs. Check your answers in the text on page 96.

- | | | | |
|--------|---------------|---------|-------|
| 0 work | <u>worked</u> | 3 crash | _____ |
| 1 die | _____ | 4 like | _____ |
| 2 hate | _____ | 5 worry | _____ |

- 4 Complete the text about Bruce Wayne. Use the simple past form of the verbs in parentheses.

SUPER heroes

Bruce Wayne is Batman. When Bruce Wayne was a child, he and his parents were in the streets of Gotham City and a man ⁰ attacked (attack) them. The man ¹ _____ (kill) Bruce's parents. The police ² _____ (arrive) too late. After this, Bruce ³ _____ (decide) to fight crime.

For many years, Bruce ⁴ _____ (train) hard to become a crime fighter. He ⁵ _____ (call) himself "Batman," and ⁶ _____ (try) hard to fight the bad people in Gotham. His best friend was James Gordon, a police officer. He had other friends, too. They all ⁷ _____ (help) him to fight the criminals of Gotham.

Simple past: regular verbs
 Go to page 121.

VOCABULARY**The weather**

- 1 2.37 Match the sentences in the list with the pictures. Write 1–8 in the boxes. Listen and check.

- 1 It's raining. | 2 It's sunny. | 3 It's windy.
 4 It's cloudy. | 5 It's snowing. | 6 It's hot.
 7 It's cold. | 8 It's warm.



A



B



C



D



E



F



G



H

- 2 Complete the dialogues with some of the phrases from Exercise 1. Sometimes there is more than one correct answer.

- A What's the weather like?

B It's raining, so take an umbrella.

- A Bye, Mom.

B Bye. But you don't need a sweater.
It's warm outside.

- A Hey look! It's windy!

B Great! We can go skiing later!

- A Wow, It's cold today.

B I know! You need to hold on to your hat!

- 3 SPEAKING Work in pairs. Write similar dialogues and act them out.

Work in pairs page 73

Culture

Statues

There are many strange and wonderful statues all over the world.

Charles La Trobe was an important man in Melbourne, Australia, in the 1800s. He improved the city for people. For example, he created a lot of parks. These days in Melbourne there are lots of things to remember him by. There's a La Trobe University and a La Trobe Street. There's a statue of him at the University. It's upside down!



Hidesaburō Ueno was a professor at Tokyo University. Every day he traveled to work by train. When he arrived home in the evening, his dog Hachiko always waited at the station for him. One day Mr. Ueno died. He never arrived home again. For eight more years Hachiko waited at the station every day. When Hachiko died, they made a statue of him. You can see it at the station.



Franz Kafka was a writer from Prague, Czech Republic. He was born in 1883. His books were in German. During his life he was not very famous, but now he is. Many of his stories were very strange. There's a very unusual statue of him in Prague. He's sitting on the shoulders of an empty suit.



In the middle of the Atacama Desert in Chile, a big hand comes out of the sand. It's 70 kilometers from the nearest town. Mano de Desierto (The Hand of the Desert) is 11 meters tall. It's the work of the Chilean sculptor Mario Irarrázabal.



- 1 Look at the photos on page 98. Where are these things in the photos?

desert | sand | shoulders
suit | upside down

- 2 2.18 Read and listen to the article. Where are the statues?

- 3 Read the article again. Mark the sentences T (true) or F (false).

- 0 Charles La Trobe helped the people of Melbourne.
- 1 Franz Kafka was from Germany.
- 2 Kafka's stories were unusual.
- 3 Hachiko loved his owner, Mr. Ueno, very much.
- 4 Mr Ueno's dog waited to meet him at home every day.
- 5 "The Hand of the Desert" is the hand of a famous Chilean sculptor.

WRITING

A statue in my town

- 1 Read what Maggie, from Manchester, wrote. Who does she want a statue of and why?
- 2 Read the text again. Find and underline examples of was / were and other verbs in the simple past.
- 3 Which parts of the text talk about these things? Write a, b, or c in the boxes.

a = why the band should have a statue

b = where the writer is from and who the statue is of

c = what the band did

- 4 Imagine you can choose to have a statue of a famous person (or famous people) in your city. Make notes about these things.

- 1 Where you live.
- 2 Who the person is / people are.
- 3 What the person/people did.
- 4 Why you think there should be a statue.

- 5 Write a short text with the title "A Statue in My Town."

- 1 Use Maggie's text to help you.
- 2 Use your ideas from Exercise 4.
- 3 Write about 50 words
- 4 Check that you used the simple past tense correctly.

(1) I live in Manchester, England, and I think it's a good idea to have a statue here of a band called The Stone Roses.

(2) The band started in 1983 and they only recorded two albums. The first album, in 1989, was a big success. Some people called it "the best British album of all time." But the band had some problems and many people didn't like their second album. The band stopped in 1995, but they played more concerts in 2011 and 2012.

(3) I think they were important for Manchester because their music helped people all over the world know about the city.



READING AND WRITING

Part 3: Dialogue matching

1 Complete the conversation between Marco and a waiter. What does Marco say to the waiter?

For questions 1–5, choose the correct letter A–H.

WAITER Can I help you?

MARCO (0) E

WAITER Of course, here you are.

(*a few minutes later*)

WAITER Are you ready to order?

MARCO (1) _____

WAITER Very good. And what would you like to drink?

MARCO (2)

WAITER Would you like a dessert?

MARCO (3) _____

WAITER Certainly.

(*45 minutes later*)

WAITER How was your meal?

MARCO (4) _____

WAITER Can I get you anything else?

MARCO (5)

WAITER Of course.

A Yes, please. Can I have the apple pie?

B No, just the check, please.

C How much is the pasta?

D It was great, thank you.

E Yes, can I have the menu, please?

F Yes, I am. Can I have the pizza, please?

G Where's the restroom?

H An orange juice, please.



Part 9: Guided writing

2 Read the email from your friend Luca.

From: Luca
To:

I had a boring weekend. It rained all day Saturday and Sunday, so I stayed home and watched TV all the time. On Sunday evening I did my homework.
Was your weekend fun? Were you at home?
What was the weather like?

Write an email to Luca and answer the questions.
Write 25–35 words.

From:
To:

[Large empty area for writing the response.]

TEST YOURSELF

0 / 10

VOCABULARY

- 1 Complete the sentences with the words in the list. There are two extra words.

at | carrots | cloudy | in | juice | last | meat
oranges | raining | sandwich | warm | yesterday

- 1 It's a beautiful day today. It's _____ and sunny.
- 2 School started again _____ morning.
- 3 I love vegetables. _____ are my favorite.
- 4 He was born _____ 1994.
- 5 She arrived _____ half past three.
- 6 Would you like a chicken _____ or a hamburger?
- 7 It's very _____ today. I hope the sun comes out later.
- 8 There was a lot of rain _____ night.
- 9 Do you want something to drink? Some _____, maybe?
- 10 No chicken or lamb, please. I don't eat _____.

/ 10

GRAMMAR

- 2 Complete the sentences with the words in the list.

can | must | must not | was | were | would

- 1 _____ you like eggs for breakfast?
- 2 It _____ a very windy day yesterday.
- 3 It's her birthday tomorrow. We _____ remember to say "Happy Birthday."
- 4 _____ we watch TV now, please?
- 5 Meet me at the train station at six o'clock. You _____ be late!
- 6 There _____ 200 people at the game on Saturday.

- 3 Find and correct the mistake in each sentence.

- 1 Yesterday we play computer games at home.
- 2 There was five bananas here. Where are they now?
- 3 must to do some work tonight.
- 4 Can I having a green salad, please?
- 5 I tryed to call you yesterday, but there was no answer.
- 6 I'm thirsty. I like some milk, please.

/ 12

FUNCTIONAL LANGUAGE

- 4 Complete the missing words.

- 1 A Do you want some h _____ with your homework?
B No, t _____, I'm OK.
- 2 A Where were you y _____ afternoon?
B I w _____ at home. Why?
- 3 A Can you o _____ the window, please?
B Yes, of c _____.
- 4 B C _____ I use your phone, please?
B Sure, no p _____.

/ 8

MY SCORE / 30



11 A WORLD OF ANIMALS

OBJECTIVES

FUNCTIONS: talking about past vacations; talking about ability in the past; describing a photo; sequencing (in a story)

GRAMMAR: simple past irregular verbs; simple past (negative and questions); could / couldn't

VOCABULARY: verb collocations; adjectives



READING

- 1 Match the words in the list with the photos. Write 1–12 in the boxes.

1 bear | 2 bird | 3 cat | 4 cow | 5 dog
6 elephant | 7 gorilla | 8 horse | 9 tiger
10 rabbit | 11 sheep | 12 snake

- 2 Complete the sentences with (plural) animals. Then compare your ideas with other students. Use the animals from Exercise 1 or others that you know.

- 0 Sometimes snakes are dangerous.
- 1 Sometimes you see in people's houses.
- 2 You can find in towns.
- 3 You can find in the countryside.
- 4 I like .
- 5 I don't like .
- 6 You can find on a farm.
- 7 can sometimes run very fast.
- 8 You can find in Africa.
- 9 People sometimes eat .

- 3 Look at the photos on page 103. What do you think the article is about? Then read, listen, and check.

- 4 Read the article again. Choose the correct words.

- 0 Erin worked was on vacation in Glacier Park.
- 1 The people wanted to see bears / go horseback riding.
- 2 Erin and the boy were on the same horse / different horses.
- 3 The boy's horse was so scared that it ran away / couldn't move.
- 4 Tonk / Erin didn't want to move.
- 5 The boy fell off / didn't fall off the horse.
- 6 Erin / Erin and Tonk ran at the bear three times
- 7 Erin saved the boy / The boy saved Erin from the bear.

Erin and Tonk to the rescue



Erin Bolster and Tonk

Erin Bolster was a guide in Glacier Park in Montana, US. In July 2011, she took a group of eight people horseback riding in the woods. Erin was on a big white horse named Tonk.

Everyone was ready to have fun, and the ride started well. Erin knew there were bears in the woods, but they didn't usually go near people.

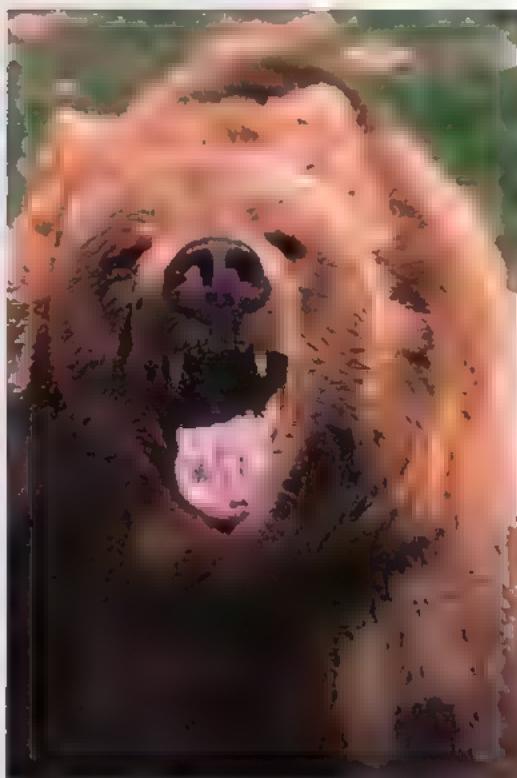
Suddenly, an angry, 300-kilogram

grizzly bear came out from the trees. The bear was very near an eight-year-old boy who was on his horse. The boy's horse saw the bear and got very scared. It ran away with the boy on its back. The bear ran after them.

Tonk was scared, too. He didn't want to move, but Erin needed to help the boy. She didn't stop to think. She gave Tonk a kick, and they went after the bear.

She found the bear near the boy and his horse. Then the boy fell off the horse, and the bear started to go toward him! Erin put Tonk between the bear and the boy. Together they ran at the bear three times. The bear made a terrible noise, but then it went away. Erin picked the boy up and took him back to his father and the other riders.

The boy's father was very happy, and Erin and Tonk were heroes!



THINK VALUES

Animals and us

- 1 After Erin and Tonk saved the boy, Erin decided to buy Tonk. Why? Choose an answer.

- A Tonk didn't have a place to live.
- B Erin thought Tonk was a hero.
- C Tonk was very cheap.
- D Erin thought Tonk was a beautiful horse.

2 Check (✓) the things you agree with.

- It's important to be kind to animals.
- Animals and people can live together.
- It isn't good to eat animals.
- It isn't good to use animals for clothes.
- All animals are important.
- Zoos are bad for animals.
- Zoos help people understand animals.
- It isn't good to have animals in your house.

- 3 SPEAKING Work in pairs. Compare your ideas with a partner.

GRAMMAR

Simple past: irregular verbs

- 1 Look at these examples from the article on page 103. Find the past tense of the other verbs in the article and write them in the table.

Erin put Tonk between the bear and the boy.
Together they ran at the bear three times.

0 run	<u>ran</u>	6 give
1 put	<u>put</u>	7 go
2 come	<u>came</u>	8 know
3 fall	<u>fell</u>	9 make
4 find	<u>found</u>	10 see
5 get	<u>got</u>	11 take

- 2 Complete the sentences with the simple past form of the words in the list. Use the irregular verbs list on page 128 of the Workbook to help you.

come | drink | eat | fall | forget | get
give | go | run | see | take | write

- Last weekend we went to New Mexico. My uncle came with us.
- We ran some nice places and took lots of photos.
- The little girl fell too fast, and she got down.
- I brought some good gifts for my last birthday. My parents gave me a bicycle!
- I wrote an email to my friend, but I forgot to send it!
- My friends and I had a huge dinner last night. We each ate a pizza and drank two milkshakes!

Simple past: negative

- 3 These sentences are not true. Use the article on page 103 to correct them. Complete the rule.

0 Bears usually went near people.

Bears didn't usually go near people.

1 Tonk wanted to move.

2 Erin stopped to think.

RULE: To make negative sentences in the simple past, we use **didn't** (**did not**) + the **base / past** form of the verb.

It's ²the same / different for regular and irregular verbs
It's ³the same / different for all subjects (I / you / they / we / he / she / it).

- 4 Make the verbs negative.

- I went to the movie. didn't go
- I saw my friend at the party.
- We had a good time.
- I took a picture with my phone.
- Our friends came to see us.
- She found her phone.

Workbook page 109

VOCABULARY

Verb collocations

- 1 Choose the correct words in the sentences from the article on page 103.

- Everyone was ready to have / do fun.
- The bear did / made a terrible noise.
- The boy's horse got / did very scared.

- 2 Write the phrases in the correct columns. You can write some phrases in more than one column.

a-break | a good time | a mistake | a noise
a shower | angry | away | excited | homework
on vacation | photos

have	take	make
	a break	
do	get	go

- 3 Add the words in the list to the correct column(s) in Exercise 2. Can you think of more words to add?

a bath | a party | a train | breakfast | fun | skiing

- 4 Complete the sentences so they are true for you. Use an affirmative or negative form of the verb.

- I had breakfast this morning.
- I did my homework last night.
- Last weekend, I took a lot of pictures at the party.
- I had a good time at the park.
- My family were on vacation last year.
- The last time I went to a party, I really had fun.

- 5 SPEAKING Compare your answers with a partner.

LISTENING

- 1 2.40 It's the end of the summer. Jack meets Bella and asks about her vacation. Listen and choose the correct options.

1 Where did Bella go?



2 Where did Bella stay?



3 What did Bella see on her vacation?



- 2 2.40 Listen again and choose the correct answers.

- 1 Where did Bella's dad work in the past?
A in Belize B in a zoo C in a store for animals
- 2 What animals did Bella's family want to see?
A snakes B birds C big cats
- 3 What did they hear outside the tent?
A jaguars B Bella's dad C other people

THINK SELF-ESTEEM

Animals and nature

Check (✓) the statements that are true for you.

- I like camping.
- It's exciting to be near animals and nature.
- I only want to see animals in a zoo.
- I don't like dangerous animals or places.

GRAMMAR

Simple past (questions)

- 1 Complete the questions from the listening. Write the same word in each space. Then complete the rule.

- 1 _____ you have a good vacation?
- 2 _____ you see any exciting animals?
- 3 Where _____ you stay, then?
- 4 What _____ you do on your vacation?

RULE: To form simple past questions, we use _____ + /you/he/she/it/we/they + the base form of the verb.

- 2 Put the words in order to make questions.

- 0 to the party / Did / go / you / ?
Did you go to the party?
- 1 she / a good time / Did / have / ?
Did she have a good time?
- 2 watch / on TV / Did / that show / you / ?
Did you watch that show on TV?
- 3 they / a lot of / take / photos / Did / ?
Did they take a lot of photos?
- 4 What / for breakfast / did / have / you / ?
What did you have for breakfast?
- 5 did / you / Where / last night / go / ?
Where did you go last night?

- 3 Complete the mini-dialogues.

- 0 A What did you watch on TV last night?
B I watched a really good movie.
- 1 A Where _____ on Saturday?
B I went to the movies.
- 2 A What _____ at the zoo?
B We saw some really cool animals!
- 3 A What _____ in Mexico?
B We ate tacos and salad.

- 4 SPEAKING Work in pairs. Write questions to ask your partner about their last vacation. Then ask and answer.

... go? ... stay?

... do? ... a good time?

... photos? ... on your own?

Communication

Simple past: irregular verbs

Go to page 121.



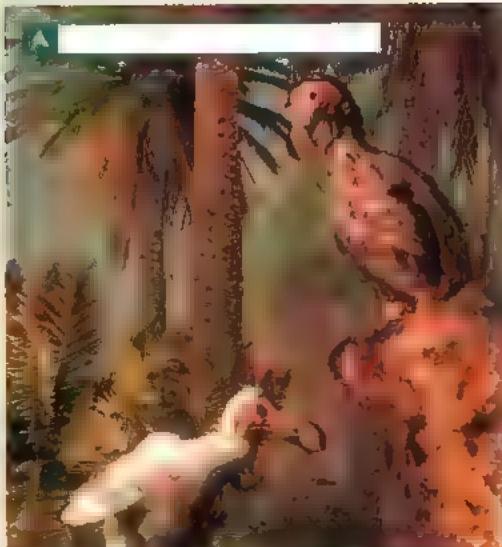
READING

- 1 Look at the pictures. These animals don't exist today; they are extinct. Match them with the names in the article. Write 1–3 in the boxes.
- 2  Read and listen to the article. Where did these animals live?

Extinct animals

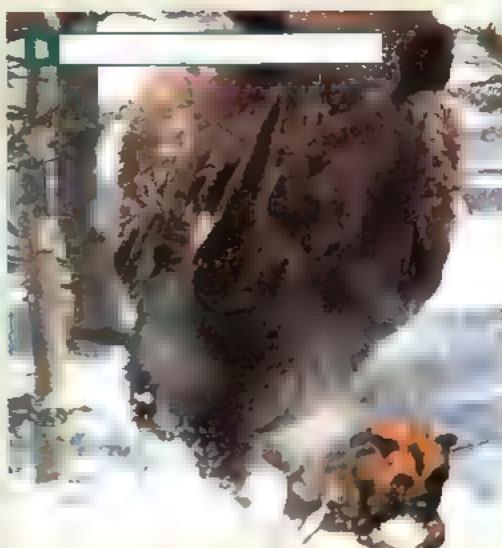
1 The dodo

The dodo was a bird. It lived on the island of Mauritius, in the Indian Ocean. At one time there were thousands of them on the island. Then people from Europe arrived and started to eat them. The Europeans also brought animals such as dogs and cats with them to the island, and those animals ate the dodo's eggs. So, why didn't the dodo fly away from the people? Because it couldn't fly. And in 1681, the dodo became extinct.



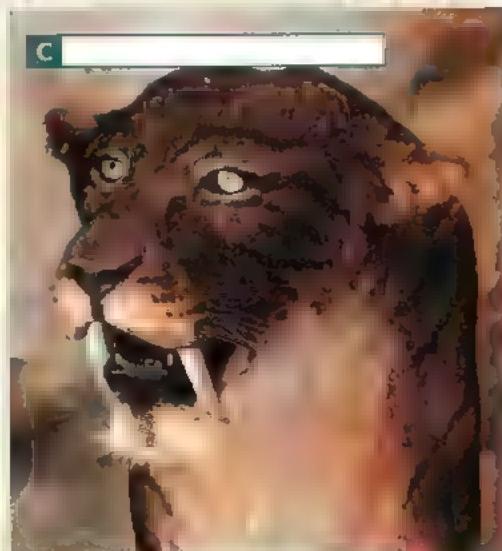
2 Saber-toothed cats

These dangerous animals lived thousands of years ago in North and South America. They had two very big teeth. You could see these teeth even when the cat's mouth was closed. People think that these cats could kill very big animals with their long teeth. Saber-toothed cats became extinct around 10,000 BCE because there wasn't enough food for them.



3 The woolly rhinoceros

This very big animal lived in the middle of Europe and Asia until about 8,000 BCE. It had two horns – the big one was sometimes one meter long. It had a thick woolly coat, so it could keep warm in the cold winters. When the weather changed, the woolly rhinoceros couldn't live in the warm weather. Also, many people killed these animals for food. So the woolly rhinoceros slowly died out.



3 Read the article again. Write the names.

- 0 This kind of animal became extinct when the weather changed.
woolly rhinoceros
- 1 These animals became extinct because of people.
- 2 This kind of animal killed other animals
- 3 This kind of animal was a bird, but couldn't fly.
- 4 This kind of animal was the first to become extinct.
- 5 This kind of animal was the last to become extinct.

GRAMMAR**could / couldn't**

- 1 Complete the examples from the article on page 106. Then read the rule.

- 1 These cats kill very big animals.
2 The woolly rhinoceros live in the warm weather.

RULE. We use could / couldn't + the base form of a verb to talk about ability in the past.

- 2 Use could / couldn't and a verb from the list to complete the sentences.

do | drive | play | ride | see | speak

- 0 The homework last night was very difficult. I do it! X
1 My grandma well, so she got new glasses. X
2 My brother the guitar when he was only seven. ✓
3 I a bicycle when I was four. ✓
4 My father a car until he was 25. X
5 My grandfather was amazing, he five languages. ✓

- 3 **SPEAKING** Work in pairs. Think about what you could or couldn't do when you were five. Use the ideas in the list. Add your own ideas.

read and write
ride a bicycle
speak English
swim
use a tablet
dance
play the piano

When I was five, I couldn't ride a bicycle.

When I was five, I could swim.

When I was five, I could play the piano.

Workbook pages 103–104

VOCABULARY**Adjectives**

- 1  Write a word from the list under each picture. There are six extra words you don't need. Listen and check.

beautiful | boring | clean | dangerous | dirty
interesting | mean | nice | safe | smart | stupid | ugly



0 dirty



1



2



3



4



5

- 2 Match the adjectives and their opposites from Exercise 1.

dirty — clean

—
—
—
—
—
—

- 3 **SPEAKING** Work in pairs or in small groups. Use the adjectives from Exercise 1 to talk about these things.

your town | a TV show
a famous person | an animal
a sport that is popular in your country
a famous actor | a place in your country

Workbook pages 103

The spider

1 Look at the photos and answer the questions.

- 1 What do you think Ruby is afraid of?
- 2 Is Dan nice or mean to Ruby?

2 Now read and listen to the photostory. Check your answers.



TOM I had a really good time yesterday.

DAN Yeah? What did you do?

TOM I took the dog for a walk in the forest. It was really fun.

ELLIE That sounds nice.



RUBY Well, last night I went into my bedroom, and suddenly, I saw ... oh, it's stupid.

ELLIE What, Ruby? What? Tell us!

RUBY All right. I sat down on my bed, and there was a spider, right beside me! A big, fat, ugly spider.

ELLIE Oh, you poor thing!

DAN Ha, ha, ha! You're afraid of spiders? I don't believe it!

ELLIE Dan! Don't be so mean! Don't say things like that.

RUBY I hate spiders, Dan! I'm really, really afraid of them!



ELLIE What about you, Ruby? What did you do yesterday?

TOM Ruby? What's wrong? Did something bad happen?

RUBY Yes. Oh, it was terrible. I don't want to talk about it.

TOM Come on, Ruby. We're your friends. What happened?



TOM That wasn't very nice, Dan. Tell her you're sorry.

DAN Oh, come on. It's silly to be scared of spiders.

TOM But she's really angry with you now.

DAN I have a great idea, Tom! Let's play a joke on her.

TOM Oh, no! Don't look at me!

DEVELOPING SPEAKING

3 EP6 Watch to find out how the story continues.

- 1 What does Dan do?
- 2 What does Jason have?

4 EP6 Watch again. Put the events in order. Write 1–7 in the boxes.

- a Ruby tells Ellie about the trick.
- b Ellie talks to a boy named Jason.
- c Jason and Ellie meet with Dan at school.
- d Tom says he's scared of Ellie.
- e Dan gets scared when he sees Jason's pet.
- f Dan plays a trick on Ruby with a plastic spider.
- g Dan tells Ruby that he understands how she feels.

PHRASES FOR FLUENCY

1 Find the expressions 1–4 in the story. Who says them?

- 1 What happened? _____
- 2 ... suddenly ... _____
- 3 All right. _____
- 4 You poor thing! _____

2 How do you say the expressions in Exercise 1 in your language?

3 Put the sentences in the correct order to make a dialogue.

- ANDY I was in the kitchen, and, suddenly, I fell off my chair.
- ANDY Yes! I was so scared I jumped onto the chair and then fell off.
- ANDY I saw a big, scary spider!
- ANDY Can I tell you what happened yesterday?
- GINA What? You saw a spider and fell off your chair?
- GINA All right. What happened?
- GINA Oh, you poor thing! But why did you fall?

4 Complete the mini-dialogues with the expressions from Exercise 1.

- 0 A You look really happy! *What happened?*
B I got my test results. 95%!
- 1 A I think I'm sick.
B ... ! Maybe you should stay in bed today
- 2 A Julia was so mean last night
B I know! At first she was OK but she started shouting at everyone!
- 3 A There's a great new online computer game. Can I play it, Dad?
B ... , but only for ten minutes. You have homework to do.

FUNCTIONS

Sequencing (in a story)

1 Read the blog entry. The writer is an animal. Choose which animal the writer is.

- a bird b cow c cat

A day in the life of an animal

Today I woke up early, at 5:00 a.m. First, I drank some water. Then the farmer came and took the milk. I gave the farmer a kick – ha, ha! I enjoyed that. After that, we went outside. It was a terrible day – very rainy. We went to the field. talked to my friends, but they didn't say anything interesting. Later, I ate some grass. Finally, it got dark, and we all went home. It was the same as every other day, really.

2 Choose the words and phrases that say when things happened and the order in which they happened.

WRITING

A day in the life of an animal

1 Choose an animal. Choose from the animals on page 102 or think of a different one.

Think about:

- what this animal usually does every day
- what the animal eats and drinks
- where the animal goes

2 Write a blog entry for the animal. Don't write what animal it is! Use the simple past and sequencing words and phrases. Write 35–50 words.

3 Give your blog entry to a partner. Can he/she guess which animal it is?

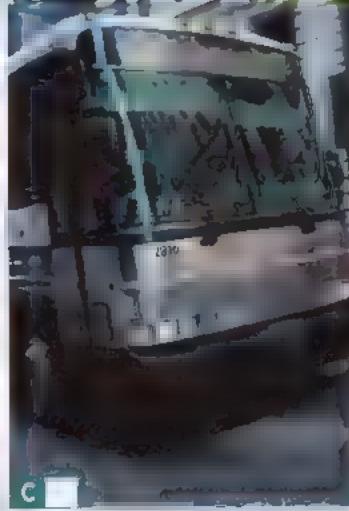
12 GETTING AROUND

OBJECTIVES

FUNCTIONS: talking about travel and transportation; comparing things; at the train station

GRAMMAR: comparative adjectives; one / ones

VOCABULARY: transportation, geographical places



READING

- 1 Match the words in the list with the photos. Write 1–5 in the boxes under the photos.

- 1 a bike | 3 a bus | 5 a subway train
2 a boat | 4 a car

- 2 **SPEAKING** Work in pairs. When do you use the types of transportation in Exercise 1?

I go to my friend's house by bike.

I go to school by bus.

- 3 Put the types of transportation in Exercise 1 in order of speed: 1 = slow, 5 = fast.

- 4 **LISTENING** Read and listen to the article and write the type of transportation under the medal they would win.



1



2



3



4



- 5 Read the article again and match the questions with the answers.

- 0 Why did the TV show hosts have a race? *d*
 - 1 Why did they choose different types of transportation? *a*
 - 2 Why was the result a surprise? *b*
 - 3 Why were the hosts unhappy? *c*
 - 4 What did the hosts say about the bike? *e*
 - 5 Why is the bike a good form of transportation in a city? *f*
- a To find the best one.
 - b Because the car didn't win.
 - c Because it is a cheap, clean, and healthy form of transportation.
 - d To find the best way to get across Manhattan.
 - e It was dangerous.
 - f Because the bike won.



A lot of big cities, like New York, have many traffic problems. Sometimes a trip of a few kilometers can take more than an hour. So what's the best way to get across Manhattan? For a very short trip, it's probably a good idea to walk. But what happens when you want to go farther?

The hosts of a popular TV car show decided to find out. Each of the hosts chose a different type of transportation to make the same trip. One host went by bike. One went by car. Another chose public transportation – the subway and the bus – and the last one traveled by speedboat up the Hudson River. They all started at the same time and the same place in Battery Park, but who got to Central Park first?



THINK VALUES

Transportation and the environment

1 Choose the title that best sums up the article.

- a Cars are great
- b The great race
- c Get on your bike
- d Be careful on your bike

2 How friendly to the environment are these types of transportation? Write 1–6 in the boxes: 1 = best, 6 = worst.

- bus
- bike
- car
- motorcycle
- plane
- train

The results were a surprise. The bike came in first. In second place was the speedboat. Public transportation came in third, and the car was last.

So the hosts had an answer. The bike was quicker than all the other types of transportation, and the car was slower. They weren't very happy with the result because they wanted the car to win. They made a joke and said the bike wasn't a real winner because it was more dangerous.

But, of course, the bike is the real winner. It's the best way to get around. It's cheaper than public transportation and healthier for you than a car. It's also better for our cities because bikes don't pollute the air. So next time you need to go into town, think before you and your parents get into the car. Ask yourselves, "Can we make this trip by bike?"

3 SPEAKING Work in pairs. Compare your answers with a partner.

I think number 1 is a bike.

I don't. I think number 1 is a train.

VOCABULARY

Transportation

- 1 Match the words in the list with the photos. Write 1–6 in the boxes. Listen and check.

1 ferry boat 2 helicopter 3 motorcycle
4 plane 5 taxi 6 train



- 2 Look at the photos in Exercise 1 and answer the questions.

Which types of transportation travel ...

- 1 on roads? 2 on rails?



- 3 on water?



- 4 in the air?



- 3 SPEAKING Can you add any other types of transportation to the lists?

GRAMMAR

Comparative adjectives

- 1 Look at the article on page 111. Check the sentence that isn't true.

- 1 Bikes are **cheaper than** public transportation.
- 2 Bikes are **healthier** for you than cars.
- 3 Cars are **more dangerous than** bikes.
- 4 Bikes are **better than** other types of transportation.

- 2 Complete the table. Use the examples in Exercise 1 to help you. Then complete the rule.

adjective	comparative	
cheap	1 _____	
big	bigger	
easy	easier	
healthy	2 _____	
expensive	more expensive	than
dangerous	3 _____	
good	4 _____	
bad	worse	

Rule:

- Short adjectives: We usually add -er
 - If the adjective ends in consonant + y, change the y to 1 _____, e.g. easy – easier
 - If the adjective ends in vowel + consonant, double the consonant (e.g. big – bigger)
 - Long adjectives: Add the word 2 _____ before the adjective
 - Irregular adjectives: Use a different word, e.g. good – better, far – 3 _____.
- After comparative adjectives we use than

- 3 In your notebook, write the comparative form of these adjectives.

- 1 exciting 3 difficult 5 safe 7 hot
2 slow 4 happy 6 funny 8 fast

- 4 Look at the types of transportation on this page. Write four sentences to compare them.
Planes are quicker than ferries.

- 5 **SPEAKING** Work in pairs. Read your sentences to your partner, but don't say one of the types of transportation. Your partner guesses what it is.

They are quicker than buses.

Cars!

Worksheet page 102

Pronunciation

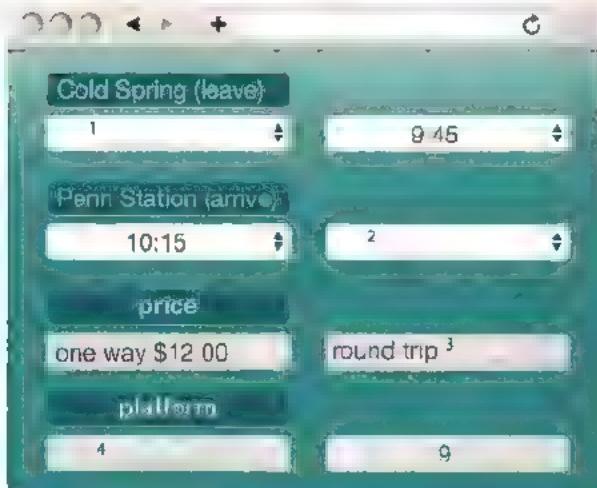
Word stress: comparatives

Go to page 121.



LISTENING

- 1 2.50 Amy wants to travel to New York City from Cold Spring. She's at the train station. Listen to the dialogue and complete the details of her trip.



- 2 2.50 Listen again and answer the questions.

- 1 Why doesn't Amy want to take the 9:40 train to New York?
- 2 When does Amy want to return to Cold Spring?
- 3 Where is platform 13?
- 4 Who wants to meet Amy in New York?

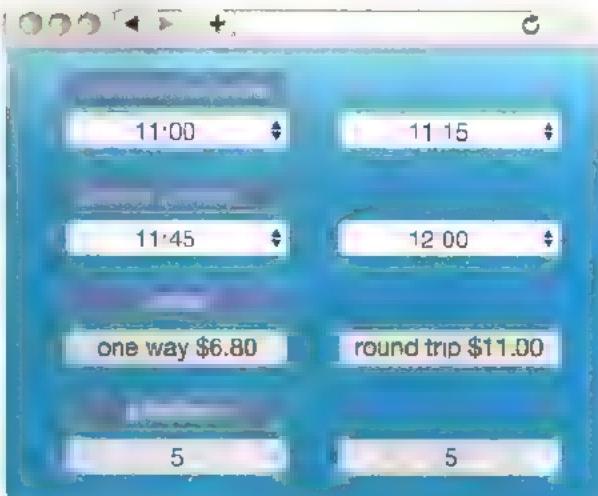
FUNCTIONS

At the train station

- 1 Look at these sentences. Who says them? Write S (salesperson) or C (customer) in the boxes.
- 0 How can I help you?
 - 1 What time's the next train to Cold Spring?
 - 2 What time does the 11:30 arrive in New York?
 - 3 How much is a ticket to New York?
 - 4 Do you want one way or round trip?
 - 5 That's \$16.40, please.
 - 6 What platform does the train leave from?
 - 7 Have a great trip.

5

- 2 **SPEAKING** Work in pairs. Use this information and prepare a similar dialogue. Act out your dialogue.

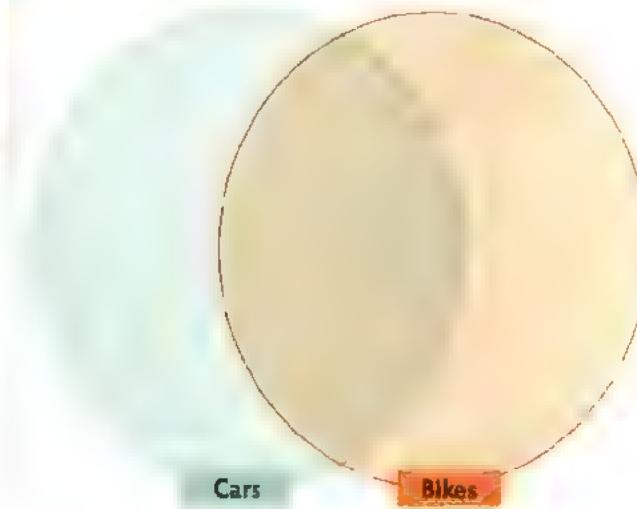


TRAIN TO THINK

Comparing

- 1 Write the words in the list in the correct place in the diagram.

cheap | dangerous | drive | engine | healthy
lights | quick | radio | ride | wheels



- 2 Think of more words to add to the diagram.

- 3 **SPEAKING** Work in pairs. Compare the two forms of transportation. Use comparative adjectives.

In my city, bikes are quicker than cars.

READING

- 1  **2.51** Read and listen to the magazine article. Write the names under the photos.

Carlos Miriam Julia | Nathan

My favorite trip



Every year my family goes on vacation to a small town by the ocean. It has really beautiful beaches, and we always have a great time. I love the trip there. We always go by train. It takes about four hours, but I don't mind. I'm always so excited. I just love watching the mountains and forests go by.

What's my favorite trip? Any one with my mom on her motorcycle. I don't care where we go, I just love being on her bike. She's a really good rider and I always feel safe. I love the wind on my face as we ride through the countryside.

Miriam

My favorite trip is my walk to school. We live on a farm, and my school is about one kilometer away. Every morning I walk across the fields and then I go along the river until I'm at my school in the village. It's a really beautiful walk and it's so quiet. I love my walk to school ... but I love the walk home more!

My grandparents live in Miami. We visit them every year and, of course, we go by plane. It's a three-hour trip, but I love it. I love traveling by plane. It's so exciting. I never get bored because there are lots of movies to watch. They always have really good ones.

- 2 Read the article again. Correct the information in these sentences.

- 0 Carlos's family always go to a different place on vacation.
the same
- 1 Carlos's train trip takes six hours.
- 2 Julia loves riding on the back of her dad's motorcycle.
- 3 Miriam likes her walk to the local store.
- 4 She likes the walk to school more than the walk home.
- 5 Nathan's aunt lives in Miami.

GRAMMAR

one / ones

- 1 Look at the examples from the article on page 114. What do the words **one** and **ones** refer to? Then complete the rule with *plural* and *singular*.

- 1 What's my favorite trip? Any **one** with my mom on her motorcycle!
- 2 I never get bored because there are lots of movies to watch. They always have really good **ones**.

RULE: To avoid repeating a noun, we often use **one** in place of¹ _____ nouns and **ones** in place of² _____ nouns.

- 2 Write **one** or **ones** in the spaces to replace the crossed out words.

- 0 A Do you want to watch this movie?
B No, I've seen that movie **one** before.
- 1 A Do you want to try on these jeans?
B No, I'd like to try on the jeans _____ over there.
- 2 A What bus can we take?
B Any **bus** _____ that has "Boston" on the front of it.
- 3 I have three children. The oldest child _____ is a boy and the other **children** _____ are girls.
- 4 There's a bank on Main Street and another bank _____ on Castle Street.
- 5 I have lots of books, but my favorite **books** _____ are my bird books.

Workbook page 107 ➔

VOCABULARY

Geographical places

- 1 Complete the words with the first and last letters. Use the article on page 114 to help you.

- 2 **SPEAKING** Work in pairs.

Make a list of famous ...

- a beaches.
- b rivers.
- c oceans and seas.
- d lakes.

- 3 Think about your favorite trip. Make notes.

Where to

How

Who with

- 4 **SPEAKING** Tell your partner about your trip.

My favorite trip is to
the mountains to ski.

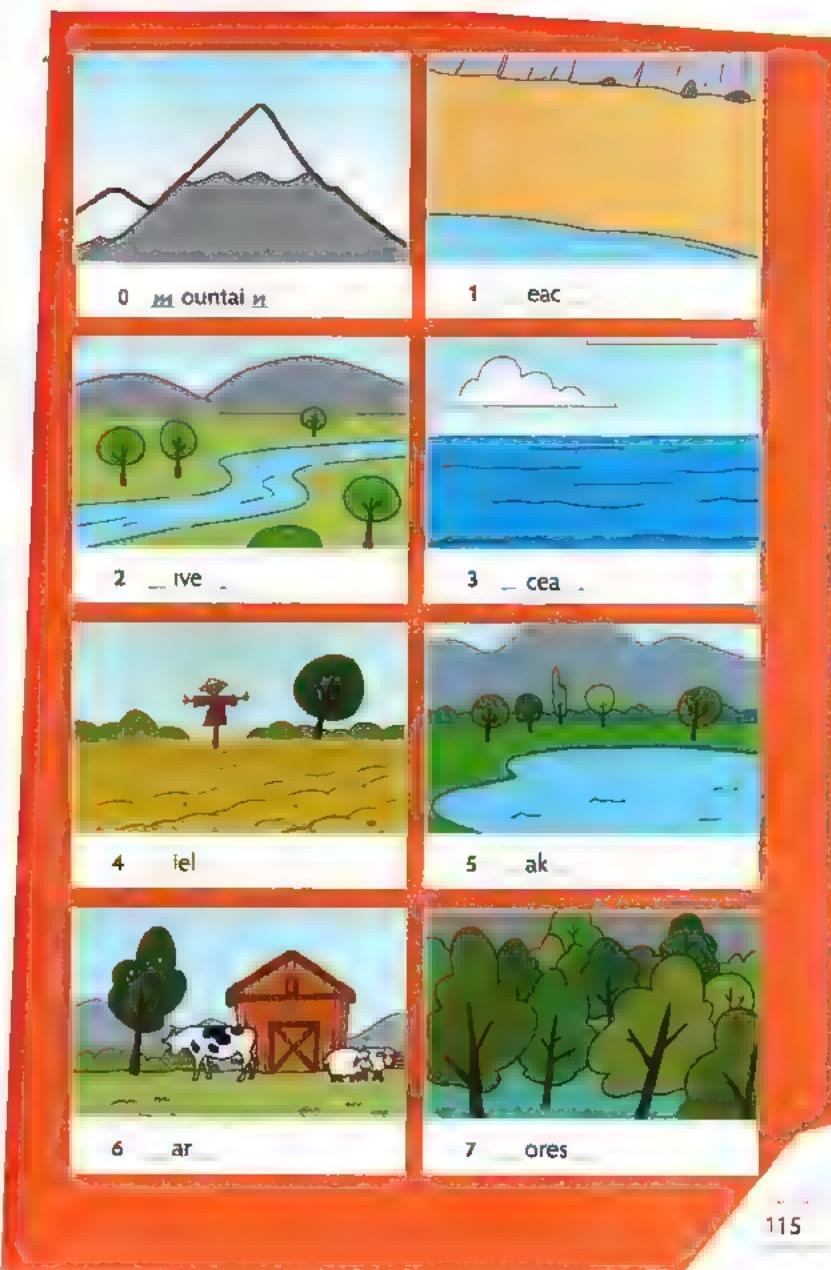
Who do you go with?

I go there with my family.

How do you travel?

We go by car.

Workbook page 108 ➔



Culture

Transportation around the world



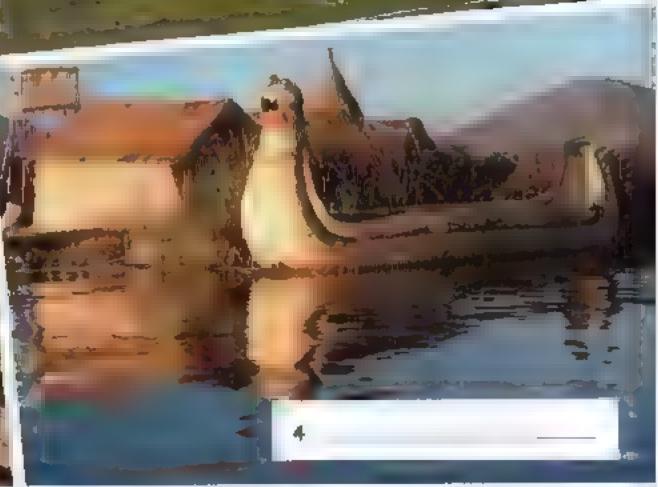
1



2



3



4

The tuktuk, India

This simple train is made from pieces of bamboo. Local people use it to travel and move things from one village to another. It has an engine on it and wheels from old trains. It uses the same rails as the national trains, and it's a quick way to travel. But be careful: when you hear a train coming, get out of the way fast!

The zorb, New Zealand

The zorb is not really a type of transportation, but it's a fun way of getting around. The zorb is a big plastic ball. One person gets inside and the zorb then rolls down the hill. There's a cushion of air to protect the person. It's an exciting way of getting down a hill, but it isn't so good for getting back up again!

The tuktuk, India

Tuktuks are originally from Thailand, but they are popular in many Asian countries. They have three wheels and an engine. The noise the engine makes gives the tuktuk its name. They are big enough for two people and a suitcase, and they are often used for making short trips across busy cities. They're small so they can go through the crowded streets quickly. The trip is often a little dangerous but always exciting.

The totora boat, Peru

Lake Titicaca is a large lake between Peru and Bolivia. The Uro people live in floating villages on the water. They use a local reed called totora to build their homes and boats. The totora boats are light but very strong. The Uro people build the boats to look like dragons to protect them and their homes.

- 1 Look at the photos on page 116. Find these words. Which ones can you see in the photos?

hill | a suitcase | an engine | bamboo | reed | (something that is) floating

- 2 Read and listen to the article and write the name of the transportation under the pictures.

- 3 Read the article again and check (✓) the boxes.

bamboo train	tuktuk	zorb	totora boat
--------------	--------	------	-------------

1 It has an engine.



2 It has wheels.



3 It travels on water.



4 It can be dangerous.



5 It's exciting.

- 4 SPEAKING Work in pairs. Discuss the questions.

1 Which of these types of transportation would you most like to travel on?

2 Are there any unusual types of transportation in your country? Where?

WRITING

Unusual forms of transportation

- 1 Read the article. What's the name of the vehicle?

- 2 Read the article again and answer the questions.

1 What type of transportation is it?

2 Where is it?

3 Why is it unusual?

4 Who uses it?

- 3 Choose one of these unusual types of transportation or one you already know about. Look on the Internet for information. Make notes to answer the questions in Exercise 2.

The Katoomba Funicular, Australia

The Ice Angel, Wisconsin

The Chiva Express, Ecuador

- 4 Use your notes to write a short description about that form of transportation. Write 35–50 words.

Amsterdam

Amsterdam is the capital city of the Netherlands. It's a popular city for tourists and it's often pretty crowded in the summer months. It also has a lot of canals, so getting around by bus or car is often difficult. The Flying Dutchman is a new way of getting around the city. It's an amphibious bus. That means that it's a bus that can go on the roads but it can also travel on the water like a boat. At the moment, The Flying Dutchman offers short tours of the city for passengers waiting at the International airport.



READING AND WRITING

Part 7: Open cloze

- 1 Complete the message left on a vacation blog. Write ONE word for each space.

Every year my family goes (0) on vacation to a small town by the sea. My grandparents live there. It (1) has, really beautiful beaches. My favorite one is just next (2) to their house. I love the trip there. We always go (3) by train. It's quicker (4) than the car. It takes about three hours, but I don't (5) bored. I (6) am always so excited. I just love watching (7) the mountains and forests go by. I take lots (8) of photos from the train window. I also play games (9) with my brother and my parents. We always (10) have a lot of fun.

LISTENING

Part 3: Three-option multiple choice

- 2 Listen to Penny talking to her friend Seth about their pets. For each question, choose the right answer (A, B, or C).

0 Spot is

A Penny's dog. B Seth's dog. C Seth's grandma's dog.

1 Floppy is a

A rabbit. B cat. C dog.

2 Penny's pet is a

A rabbit called Nemo. B fish called Nemo. C cat called Nemo.

3 Nemo eats once a

A day. B week. C month.

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

did | do | farm | forest | fun | get | go
had | mean | bike | safe | taxi

- 1 She isn't nice to me. I don't like _____ people.
- 2 Let's have some _____ this weekend. How about going to the mountains?
- 3 We went to Orlando last weekend, and we _____ a really good time.
- 4 There are lots of animals on that _____.
- 5 It's snowing! Let's _____ skiing this afternoon.
- 6 Dangerous? No, it's completely _____, I promise.
- 7 Sunday was really boring. I just _____ my homework and nothing else.
- 8 I don't think it's a good idea to ride a _____ on city streets.
- 9 It isn't really important. Please don't _____ mad about it.
- 10 We missed the train, so we took a _____ to get home.

/10

GRAMMAR

2 Complete the sentences with the words in the list.

better | couldn't | did | good | more | ones | went

- 1 I was sick, so I _____ go to your party. Sorry.
- 2 Blue? No, thanks, I like the red _____ over there.
- 3 I love this song. It's really _____.
- 4 _____ you have fun last weekend?
- 5 My new phone was _____ expensive than my old one.
- 6 This movie is _____ than her last one.
- 7 My friends _____ to the concert, but I couldn't go with them.

3 Find and correct the mistake in each sentence.

- 1 Are these your new shoes, or are they the old one?
- 2 My parents gived me this book for my birthday.
- 3 The chicken was horrible, so I not ate it.
- 4 Went you to the movie theater last weekend?
- 5 This shirt is cheaper then the other one.
- 6 I'm bad at French, but Jack is more bad!
- 7 Did you saw any good movies last week?

/14

FUNCTIONAL LANGUAGE

4 Complete the words.

- 1 A Hi. Can I have a t _____ to Ottawa, please?
B OK. O worr t ?
- 2 A What t me is the n _____ train to Philadelphia, please?
B 3:00 – and after that, there's a train at 3:45.
A OK. I want the 3:00 train. What platform does it l _____ from?
B Platform 4. Have a good t _____!

/6

MY SCORE /30



PRONUNCIATION

UNIT 1

/h/ or /w/ in question words

- 1 1.18 Read and listen to the questions.

How old are you?
Where are you from?
What's your favorite food?
Who's your favorite soccer player?
Why do you like him?

- 2 Say the question words in blue.

- 3 1.19 Listen again and repeat. Then practice with a partner.

UNIT 2

Vowel sounds: adjectives

- 1 1.27 Read and listen to the dialogue.

TOM Mom's hungry.
EMILY Mom? But why? Why is she angry?
TOM I said Mom's hungry. She wants a sandwich.
EMILY Oh ... OK. Well, Dad's angry.
TOM Does he want us to make a sandwich for him, too?
EMILY No! I said he's angry.

- 2 Which sounds are different in hungry and angry? Say them and make the differences clear.

- 3 1.28 Listen again and repeat. Then practice with a partner.

UNIT 3

this / that / these / those

- 1 1.36 Read and listen to the dialogue.

ANNA Can I have that cake, please?
CLERK This one or that one?
ANNA That one – the chocolate one.
CLERK That's a carrot cake, but these cupcakes are chocolate.
ANNA Oh! Can I have two of those?
CLERK Of course. Here you are.

- 2 Say the words that, this, those, and these.

- 3 1.37 Listen again and repeat. Then practice with a partner.

UNIT 4

Word stress in numbers

- 1 1.47 Read and listen to the dialogue.

MARCO It's my sister's birthday today. She's thirteen.
JULIE Thirty! That's old!
MARCO Thirty? No! Thirteen.
JULIE Oh ... thirteen. She's the same age as me.

- 2 Where is the stress on the red words? Where is the stress on the blue words?

- 3 1.48 Listen again and repeat. Then practice with a partner.

UNIT 5

Simple present verbs: third person

- 1 1.54 Read and listen to the sentences.

Liz catches the bus to school every morning.
She teaches French at a high school.
At 4:30 she finishes work.
After dinner Liz washes the dishes.
Before she goes to bed, she chooses her clothes for the next day.

- 2 How many syllables are there in catch? How many syllables are there in catches? Say the words in blue.

- 3 1.55 Listen again and repeat. Then practice with a partner.

UNIT 6

The /eɪ/ vowel sound

- 1 1.65 Read and listen to the dialogue.

REPORTER I'm sorry I'm late.
WAITER That's OK. But Jane's waiting for you.
REPORTER Jane? The girl with long, straight hair?
WAITER No. Her hair's wavy and gray.
REPORTER Oh! The woman with the pink face? The one eating cake?
WAITER Shh! She's famous! She's a great baker!

- 2 Say the words in blue. Which vowel sound do they all have?

- 3 1.66 Listen again and repeat. Then practice with a partner.

UNIT 7**The /ɔ/ vowel sound****1** **2.03** Read and listen to the dialogue.

PAULA What do you want to do this afternoon?
BRIAN I'd like to play ball. There are always games in the park.
PAULA OK, but it's awfully hot.
BRIAN Of course it's hot, Paula! It's August.
PAULA That's true. OK, a ball game sounds awesome!
BRIAN Great. I just have to call my mom and tell her where we are.

2 Say the words in blue. Which vowel sound do they all have?**3** **2.04** Listen again and repeat. Then practice with a partner.**UNIT 8****Intonation: listing items****1** **2.17** Read and listen to the dialogue.

MOM I'm going shopping. Do you want anything?
BRAD Yes! I need a T-shirt. Oh, and some socks, please.
MOM OK. A T-shirt and socks ...
BRAD Actually, I need a T-shirt, ^{↑↓}socks, ^{↑↓}sneakers, a jacket, and a baseball cap.
MOM A T-shirt, socks, sneakers, a jacket, and a baseball cap. I think you need to come with me!

2 Brad wants a *T-shirt, socks, sneakers, a jacket, and a baseball cap*. Circle the arrows to show when his voice goes up and when it goes down.**3** **2.18** Listen again and repeat. Then practice with a partner.**UNIT 9****Intonation: giving two choices****1** **2.26** Read and listen to the dialogue.

WAITRESS Would you like ^③soup or ^④salad?
MIKE Salad, please.
WAITRESS ^⑤Chicken or ^⑥fish?
MIKE I think I'll have fish today.
WAITRESS Would you like dessert?
MIKE Yes, please!
WAITRESS Cake or fruit?
MIKE Hmm ... I'll have fruit.
WAITRESS And coffee or juice?
MIKE Oh, coffee, please.

2 **2.26** Circle the arrows in the dialogue to show when the waitress' voice goes up and when it goes down. Listen and check.**3** **2.27** Listen again and repeat. Then practice with a partner.**UNIT 10****Simple past: regular verbs****1** **2.35** Read and listen to the story.

My grandmother lived in the country. She walked to town to go to school. She finished school when she was twelve. She **started** working in a bottle factory. She **worked** in the factory until she married my grandfather. One day, she **invented** a machine that cleaned bottles. The factory **wanted** the machine, and my grandparents were rich after that!

2 The *-ed* ending is pronounced differently in the blue, green, and red words. What's the difference?**3** **2.36** Listen again and repeat. Then practice with a partner.**UNIT 11****Simple past: irregular verbs****1** **2.41** Read and listen to the dialogue.

PAM Where did you go last summer?
JOHN I went to Kenya, in Africa.
PAM What did you see?
JOHN We saw lions, elephants, and zebras.
PAM Who did you go with?
JOHN I went with my parents.
PAM Did you have a good time?
JOHN We had a great time!

2 Say the past tense words in blue. Find the infinitive forms of the verbs in the dialogue.**3** **2.42** Listen again and repeat. Then practice with a partner.**UNIT 12****Word stress: comparatives****1** **2.46** Read and listen to the sentences.

A plane is faster than a car.
A bike is slower than a train.
A speedboat is quicker than a ferry.
A bike is easier to ride than a horse.

2 Find the comparative adjective in each sentence. Which syllable is stressed in each of these words?**3** **2.49** Listen again and repeat. Then practice with a partner.



GET IT RIGHT!

UNIT 1 The verb *be*

Learners often leave out *am*, *are*, or *is* in sentences.

We use the subject + *be* + object.

- ✓ I'm from Chile.
✗ Ifrom Chile.

In questions, we use *be* + subject + object + ?.

- ✓ Are they from Mexico?
✗ TheyfromMexico?

Check (✓) the correct sentences and put an X next to the incorrect ones. Correct the errors.

- 0 He my favorite sportsperson.
He's my favorite sportsperson.
- 1 The house very big.
- 2 How old you?
- 3 I'm from Chicago.
- 4 You 13 years old?
- 5 What your name?
- 6 My favorite singer is Sam Smith.
- 7 My name John.
- 8 Houston in Texas?

X								
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Subject pronouns and *be*

Learners sometimes forget the subject pronoun when using *be*.

We always use the subject + *be*.

- ✓ This is Miguel. He is from Veracruz.
✗ This is Miguel. is from Veracruz.

Correct the sentences.

- 0 I like Maria. Is very funny.
I like Maria. She is very funny.
- 1 I like Florida. Is very hot.
- 2 It's a taxi. Is yellow.
- 3 She's my friend. Is from Mexico.
- 4 They are singers. Are in One Direction.
- 5 He's my brother. Is 15 years old.
- 6 I like this phone because is very small.

UNIT 2 *be* questions

Learners make mistakes with word order in *be* questions.

In affirmative sentences, we use subject + *be*.
In questions, we use the order *be* + subject + (object)+ ?.

- ✓ That is OK.
✓ Is that OK?
✗ ThatisOK?

Put the words in the correct order to make questions.

- 0 It / expensive / is / ?
Is it expensive?
- 1 this / is / problem / a / ?
Is this a problem?
- 2 on / vacation / are / you / ?
Are you on vacation?
- 3 how / you / are / ?
How are you?
- 4 a / is / famous person / he / ?
Is he a famous person?
- 5 video game / this / is / your / ?
Is this your video game?
- 6 she / is / sister / your / ?
Is she your sister?

Spelling

Learners sometimes have problems spelling words in English.

- ✓ That is my pencil.
✗ That is my pensil.

Correct the spelling mistake in the sentences.

- 0 She is my frind
She is my friend.
- 1 My brother is very funy.
My brother is very funny.
- 2 The food is exelent.
The food is excellent.
- 3 My shirt is withe.
My shirt is white.
- 4 We play baseball in the evining.
We play baseball in the evening.
- 5 I saw her yesterday moring.
I saw her yesterday morning.
- 6 The movie is greate.
The movie is great.

UNIT 3

Possessive 's

Learners find it difficult to use possessive 's. They often avoid using it.

We use person + possessive 's + thing/person.

- ✓ This is my brother's car
- ✗ This is the car of my brother.

Rewrite the sentences using possessive 's.

- 0 I went to the house of my cousin.
I went to my cousin's house.
- 1 It is the homework of my sister.
- 2 The name of my friend is Emily.
- 3 I was at the party of my friend.
- 4 The family of my friend lives in South Korea.
- 5 It is the birthday of my sister.
- 6 This is the bedroom of my brother.

Family vocabulary

Learners sometimes make spelling mistakes with family words.

- ✓ This is my cousin Elena.
- ✗ This is my coussin Elena.
- ✗ This is my coosin Elena.

Correct the spelling mistakes in the family words.

- 0 How is your fam illy?
How is your family?
- 1 My mather is in the hospital.
- 2 We go to my grandmother's house.
- 3 I watch movies with my borther.
- 4 It was a gift from my fater.
- 5 He is the president's sun.
- 6 He has two daughthers.

UNIT 4

There is / there are

Learners sometimes leave out *there* when *there is/are* is required.

We use *there* + *be* + noun, when *be* agrees with the noun. We do not use *there have* or *there has*.

- ✓ There is a great café on this street
- ✗ Is a great café on this street
- ✗ There has a great café on this street.

Correct the mistakes in the sentences.

- 0 Next week is a party.
Next week there is a party.
- 1 In the kitchen are two windows.
- 2 In Manhattan there has a nice park.
- 3 Are any other drinks?
- 4 In my room there has a bed.
- 5 It is great because are lots of stores.
- 6 Near my city there have many interesting places.

Prepositions of place

Learners sometimes make mistakes with the form of prepositions of place, either misspelling them or using the wrong words.

- ✓ The bookstore is next to the post office
- ✗ The bookstare is next the post office

Correct the mistakes in the sentences.

- 0 My house is acros from the school.
My house is across from the school.
- 1 The restaurant is infront of the bank.
- 2 My house is nex to Park Hotel
- 3 I live behing the station.
- 4 Station Road is beetween the supermarket and the post office.
- 5 The drugstore is across to the museum.
- 6 Their houses are next the hospital.

UNIT 5

Simple present: affirmative

Learners often make agreement mistakes in the simple present.

- ✓ It helps me with my studies.
- ✗ It help me with my studies.

Correct the mistakes in the sentences.

- 0 He play soccer.
He plays soccer.
- 1 Every day he eat breakfast.
- 2 They likes sports.
- 3 She go to college.
- 4 Angela work Monday to Friday.
- 5 People plays games on their phones.
- 6 School start on Friday.

Simple present: negative

Learners sometimes make agreement mistakes in the simple present negative.

The verb do agrees with the person and number of the subject.

- ✓ He doesn't like sports.
- ✗ He don't like sports.

Choose the correct words in the sentences.

- 0 They (don't) / doesn't understand.
- 1 She doesn't / don't have any time.
- 2 He doesn't / don't like candy.
- 3 We doesn't / don't need to wear sports clothes.
- 4 It don't / doesn't cost much.
- 5 My teacher don't / doesn't give me a lot of homework.
- 6 I don't / doesn't like video games.

UNIT 6

Count and noncount nouns

Learners sometimes confuse a/an with some.

We use a/an with count nouns in the singular.
We use some for count nouns in the plural.

- ✓ We can buy a gift for his birthday.
- ✗ We can buy some gift for his birthday.
- ✓ We can buy some gifts for his birthday.

We also use some with noncount nouns.

- ✓ You need some water.
- ✗ You need a water.

Choose the correct words in the sentences.

- 0 I have some / @T-shirt.
- 1 We took a break and ate some / a sandwich.
- 2 The best gift was some / a jacket.
- 3 I have some / a good news.
- 4 Can you take some / a photo of us?
- 5 I listen to some / a music with my family.
- 6 He has some / a good friends.

UNIT 7**can / can't**

Learners sometimes use the wrong form of the verb when they use *can* and infinitive.

We use the base form of the verb after *can*.

- ✓ *He can play the piano.*
- ✗ *He can to play the piano.*

We use the infinitive after *want* and *need*.

- ✓ *They want to know the answer.*
- ✗ *They want know the answer.*

Correct the mistakes in the sentences.

- 0 *He needs do that.*
He needs to do that.
- 1 *Can you to speak Spanish?*
- 2 *We want do some shopping.*
- 3 *You need clean your room.*
- 4 *I need eat something. I'm hungry!*
- 5 *He can't does his homework.*
- 6 *Alex wants do everything.*

UNIT 8**like / don't like + -ing**

Learners sometimes use the wrong form of the verb where *-ing* is required.

We use the *-ing* form of verbs after the verbs *like*, *don't like*, *love*, and *hate*.

- ✓ *I like playing tennis.*
- ✗ *I like play tennis.*
- ✗ *I like to playing tennis.*

Correct the mistakes in the sentences.

- 0 *I like read books.*
I like reading books.
- 1 *I like sing and dancing.*
- 2 *We love go to the beach.*
- 3 *She hates watch baseball games.*
- 4 *They don't like play basketball.*
- 5 *Pedro doesn't hate study.*
- 6 *Anna likes to wearing white clothes.*

UNIT 9**Modal verbs: spelling**

Learners often have problems spelling modal verbs.

Correct the spelling mistakes in the sentences.

- 0 *Wold you like to go with me?*
Would you like to go with me?
- 1 *I cant find my book.*
- 2 *You mustnot stay out too late.*
- 3 *I woud like to play baseball*
- 4 *You ca'nt use YouTube.*
- 5 *Mus you be so loud?*
- 6 *We cannot be late.*

UNIT 10**Simple past: be**

Learners sometimes confuse *was* and *were*.

Was, *wasn't*, *were*, and *weren't* all have to agree with the subject.

- ✓ *The jeans were very beautiful*
- ✗ *The jeans was very beautiful.*

Check (✓) the correct sentences and put an ✗ next to the incorrect ones. Correct the mistakes.

- 0 *There was a lot of people.*
There were a lot of people.
- 1 *We was at Dan's house all night.*
- 2 *There was a lot of food.*
- 3 *Wasn't you there?*
- 4 *I were happy to see you on the weekend.*
- 5 *How many people were at your house?*
- 6 *Last night there were a party on the beach.*
- 7 *He was my friend at school.*
- 8 *Katie and Jo was there.*

UNIT 11

Simple past: irregular verbs

Learners sometimes use the wrong forms of irregular verbs in the simple past or misspell them.

- ✓ I paid a lot of money.
✗ I payed a lot of money

Correct the mistakes in the sentences.

- 0 I haved a good time.
I had a good time.
- 1 I maked a lot of friends.
- 2 She gived me a lot of gifts.
- 3 Jack and Al taked photos.
- 4 There where some problems with his work.
- 5 I cam home late yesterday.
- 6 He swimmmed very fast.
- 7 They goed to the movies.
- 8 Helen mad some food.

Simple past: negative

Learners sometimes use the simple present negative when the simple past is required.

- ✓ I didn't find the answer before the end of the exam.
✗ I don't find the answer before the end of the exam.

Choose the correct words.

- 0 We don't / didn't go to the game last week.
- 1 I didn't / don't need any help at the moment.
- 2 I bought some T-shirts, but I didn't / don't buy any shoes.
- 3 I went to a cell phone store, but I didn't / don't like the phones there.
- 4 Do you like chicken? No, I didn't / don't eat meat.
- 5 I got a lot of gifts, but he didn't / don't give me one.
- 6 We didn't / don't usually go on vacation because we like being at home.

UNIT 12

Comparative adjectives

Learners often use more and the -er form of an adjective in the same sentence when only one of these is required.

We form comparative adjectives by adding -er if the adjective has one syllable (or two syllables ending in -y), and by using more if the adjective has two or more syllables. We don't use more and -er together.

- ✓ This one is bigger than that one.
✗ This one is more bigger than that one.
✗ This one is more big than that one.

Correct the mistakes in the sentences.

- 0 The train is more cheap than the plane.
The train is cheaper than the plane.
- 1 He is more healthier than he was last year
- 2 Enrique is more older than his brother.
- 3 have the more newer cell phone.
- 4 Basketball is more good than baseball.
- 5 was more happy than Joe at the end of the game.
- 6 Enrique's brother is more friendlier than Enrique.
- 7 The bus is more easy for me.

then, that, and than

Learners sometimes use then or that when than is required with comparative adjectives.

- ✓ Carlos is older than Juan.
✗ Carlos is older then Juan.
✗ Carlos is older that Juan.

Complete the sentences with then, that, or than.

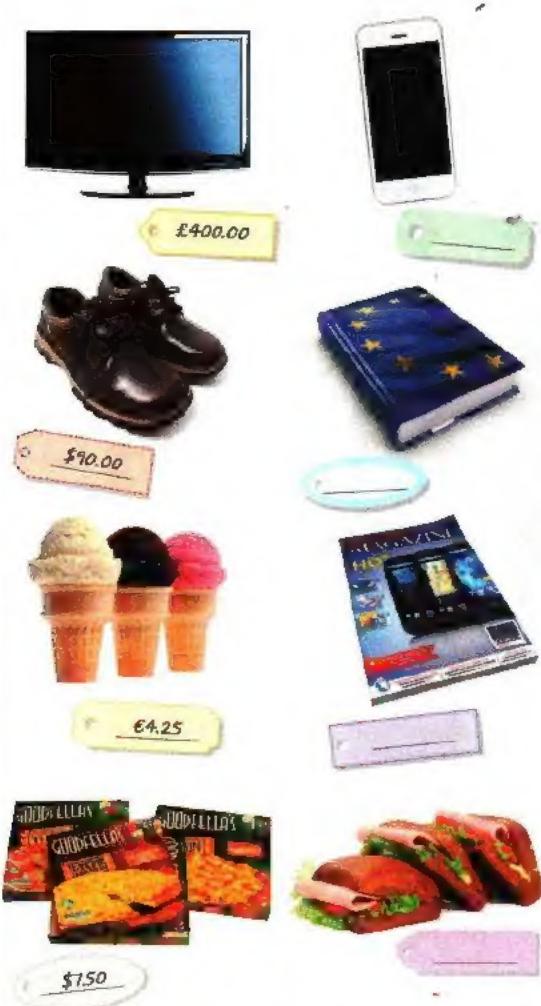
- 0 He can run faster than me.
- 1 It is much better than your cell phone.
- 2 Call me then.
- 3 It costs more than I thought.
- 4 That is my book.
- 5 This one is better than that one.
- 6 We ate dinner and then watched a movie.

STUDENT A

UNIT 4, PAGE 43, VOCABULARY

Student A

Ask and answer the questions with your partner.



How much is the TV?

It's ...

How much are the ...?

They're ...

UNIT 6, PAGE 61, TRAIN TO THINK

Student A

Describe to your partner what the people in your picture look like. Your partner describes what the people in his/her picture look like. Find the six differences.



UNIT 8, PAGE 79, TRAIN TO THINK

Student A

Listen to the questions your partner asks about the picture in Exercise 1. Answer with short answers. Correct the negative answers.

- 1 Are there ten people in the band?
- 2 Is the singer wearing a red dress?
- 3 Are there two guitar players in the band?
- 4 Are there five trumpet players in the band?
- 5 Are all the band members wearing hats?

STUDENT B

UNIT 4, PAGE 43, VOCABULARY

Student B

Ask and answer the questions with your partner.



How much is the TV?

It's ...

How much are the ...?

They're ...

UNIT 6, PAGE 61, TRAIN TO THINK

Student B

Describe to your partner what the people in your picture look like. Your partner describes what the people in his/her picture look like. Find the six differences.



UNIT 8, PAGE 79, TRAIN TO THINK

Student B

Listen to the questions your partner asks about the picture in Exercise 1. Answer with short answers. Correct the negative answers.

- 1 Are there eight people dancing?
- 2 Are the two dancing women wearing green dresses?
- 3 Is one dancing man wearing a blue shirt?
- 4 Are eight people drinking?
- 5 Are four people sitting down?

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The publishers are grateful to the following illustrators: Christos Skaltsas (hyphen) 4, 6, 9, 14, 15, 16, 17, 22, 23, 33, 34, 40, 43, 46, 52, 53, 55, 58, 60, 61, 77, 78, 79, 82, 87 (R), 91, 94, 95, 96, 97, 105, 107, 110, 115, 127, 128 and Zaharias Papadopoulos (hyphen) B, 12, 21, 35, 41, 63, 76, 87 (L)

The publishers are grateful to the following contributors: Hyphen: editorial, design and project management; CityVox, LLC: audio recordings; Silversun Media Group: video production; Karen Elliott: Pronunciation sections; Matt Norton: Get it Right! sections

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ISBN 978-1-107-59819-5



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